

Interim Senior High School Curriculum Guide

for

Social Studies 10, 20 and 30
for 1964 - 65

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Department of Education

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ACKNOWLEDGEMENT

The Department of Education acknowledges with appreciation the contribution of the following members to the preparation of this Senior High School curriculum guide for Social Studies. The guide has been prepared by the subcommittee on Senior High School Social Studies under the guidance of the Senior High School Curriculum Committee.

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SOCIAL STUDIES 10

INTERIM OUTLINE

INTRODUCTION

Increasing expression of widespread concern about the educational needs of high school entrants has prompted the preparation of a different first-year course in social studies with regard for citizenship, consumer education, and the ancient heritage. Such a concept accepts social studies as including various disciplines such as history, geography, economics, citizenship, and sociology. The impossibility of including depth studies in each of these disciplines has necessitated value judgment concerning the inclusion of special sections of them in a single social studies course for a particular grade.

In devising a suitable course for all students entering senior high school attention might be given to courses of preceding and succeeding grades in order to appreciate the structural purposes involved.

In the Elementary and Junior High School the students have had, according to their grade-level, a fairly extensive course in social studies covering human, political, and economic *geography* of Alberta, then the whole of Canada, the Americas, and the Commonwealth; the *history* of Canada (discovery, exploration and settlement) in some detail, with less extensive study of the Americas; and the growth of political institutions in Britain and Canada. Along with the study of current events, the students have had a fairly broad introduction to the present scene.

"One of the main objectives of every social studies course is to provide training for responsible citizenship.

In addition to those parts of the course dealing with history, geography, sociology and economics, there is an important place for Citizenship which, besides emphasizing important government concepts should deal with other aspects of citizenship, namely:

1. appreciation of the role of such basic social institutions as home, school, church, and voluntary associations;
2. wise use of natural resources and leisure time;
3. selection of a vocational area which will make maximum use of one's abilities;
4. understanding of our economic system and the citizen's role in economic life; and
5. the improvement of human relations."¹

The new Social Studies 10 course is intended for all students in the matriculation and general diploma pattern. Besides organized attention to current events, the course includes three obligatory units and also two optional units to be chosen from a group of suggested electives. Because of delay in publication of Unit I textual material, Unit II should be taken before Unit I for 1964-65.

Texts: (for obligatory units)

Consumer Education, Brown, Norman, Macmillan Co., Toronto

Citizen and Local Government, Greason, George and King, Roy C., Macmillan Co., Toronto

Our Heritage from the Past, Hardy, W. G., McClelland and Stewart, Toronto

References: (for optional units) Library books in most schools will meet the requirements for many of the units. Further suggestions are included with the units.

¹*Your Life as a Citizen*, Smith and Bruntz, Ginn and Co. Revised 1961, p. M-2.

UNIT ONE—THE CITIZEN AND LOCAL GOVERNMENT

Text: *The Citizen and Local Government*, Greason and King, published by Macmillan Company of Canada Limited, Toronto.

Point of View

A major purpose of the social studies in school is to help equip the student to take his place, when the time comes, as a qualified adult citizen in a democracy. This unit is a direct tool in the achievement of this objective.

The adult citizen in Canadian democracy has an obligation to participate in the political process at all three levels: federal, provincial, municipal or local. Because municipal elections are held annually there is a likelihood that the young citizen, not long out of school, will be called upon to gain his first active adult citizenship experience at the local level. And it is fortunate if this occurs. For here problems are at hand and are likely to be simpler and more readily understood than problems at the provincial and federal levels. The young citizen takes the easiest steps first. With a growing opinion in favor of the reduction of the voting age, the student may be called upon to take these steps almost immediately upon leaving school. This study cannot be left, however, until the third year, for there is a considerable number of students who will not take Social Studies 30.

Alberta municipal elections are held in October. This unit will be studied at the time of the year when local government is in the news. The student will readily see the practicality of the unit and he will comprehend it more fully.

The Introduction establishes, as a basis for the unit, three general concepts concerning government: the need for government and the functions and levels of government. The body of the unit deals with the mechanics of local government and the major problems which citizens of a municipality must meet. The unit is intended to make the young citizen's first steps in the exercise of citizenship more certain than they otherwise would be.

SUGGESTED SPECIFIC OBJECTIVES

Understandings

1. Democracy is not merely a name for a way of government but is a system that has actual, understandable worth for human beings.
2. Democracy did not always exist in British countries, and does not exist in many parts of the present world.
3. Democracy had to be won by people, and it must always be guarded.
4. Democracy can operate most efficiently where people are educated, honest and responsible.
5. Local government is the field in which we get the most experience in the practice of democracy.

Skills, Abilities, Habits

6. The student should acquire the ability to distinguish objective discussion, subjective argument, and subjective writing which purports to be objective.
7. The student should acquire an ability to recognize devices for persuasion in addition to logical argument.
8. The student should acquire a skill in logic to the point at which he is able to detect false conclusions from arguments offered.
9. The student should achieve some skill in argument.
10. The student should acquire the habit of examining every article for accuracy, objectivity, propaganda and logic.

Attitudes

11. Being a good citizen includes the exercise of the franchise, the study of problems before voting, the gaining of experience in deciding the solution of a problem.
12. A student can be a good citizen of his school community by accepting his responsibilities there.

SUGGESTED TIME—Four Weeks.

CONTENT

I. Introduction

Functions of government: legislative, executive, judicial.

Levels of government: Federal or central, Provincial, Municipal or local. The origin of all levels of government is in the British North America Act, 1867, with its subsequent amendments passed by the Parliament of the United Kingdom.

The B.N.A. Act established our federal and provincial levels of government and defined the powers of each.

One of the powers of the provincial level of government is to create, define the powers of, and control the municipal level of government. Each province has, accordingly, created certain local government bodies for that province.

II. Why We Need Local Government

Local government is a practical device for getting done much of the more detailed work in public business.

Local government provides a valuable training ground for both citizens and elected representatives in the practice of democracy.

The existence of local government provides a flexibility that makes possible varying adjustments to varying local conditions and needs.

III. How Local Government is Organized to Meet Our Needs

- A. A brief description of municipal bodies in the Northwest Territories as they had been organized by federal authority by 1905; the creation in 1905 of the Provinces of Alberta and Saskatchewan with the power for each to organize thereafter such municipal bodies as they desired to create.
- B. The division for the executive and legislative function among the members of municipal governing bodies.
- C. Municipal Corporations:
 - (a) Definition.
 - (b) Mandatory and Optional Powers given to municipal corporations.
 - (c) Types of municipal corporations created for Alberta by the Legislative Assembly of Alberta:

Urban: city, town, village, county.

Rural: municipal district, county; the Improvement District.

Treatment: For each type, note the name of the Act creating it, the minimum population required, composition of the Council, function, control by Departments and other bodies of the Provincial Government. This should be concise, perhaps in the form of a chart. Only the type in which the students live is to be studied in detail.
 - (d) Municipal bodies subsidiary to the Council such as the Town Planning Commission, the Health Board, the Parks Committee.
- D. Boards of Public School Trustees of the School Division, the School District, the Separate School District.

CONTENT

- E. Other local bodies.
Hospital Boards in rural areas.
Health Units, Library Boards, etc., in rural areas.
- F. The task of achieving a balance between democratic control and administrative efficiency.

IV. Finance; The Major Problem of the Executive and Legislative Functions of Local Government: A Brief Consideration.

V. The Judicial Function; This Function is Not Separated into the Three Levels of Government as are the Other Two Functions. The Responsibilities of Citizens and Law Enforcement at the Local Level are the Only Areas for Consideration.

SUGGESTED ACTIVITIES

1. If feasible, attend a meeting of the Municipal Council or of the School Board.
2. At election time:
 - a. List the candidates for Council and School board; note platforms or proposals.
 - b. Discuss, or debate, any issue.
 - c. List the officials at a polling station; note the functions of each.
 - d. Make up a ballot in the proper form.
 - e. Discuss the method of marking the ballot.
 - f. Hold a mock election (for hypothetical candidates).

REFERENCES

Government in Canada, Ward, Norman, Gage and Co., Toronto

Democracy in Action, Brown, G.

Youth and the Law, Magrath, W., W. J. Gage, Toronto

TEACHERS' REFERENCES

Your Local Government, Rowat, Donald, C., Macmillan Co., 1962, Toronto

Local Government in Canada, Brittain, Horace, L., Ryerson Press, 1951, (\$6.00), Toronto

Canadian Municipal Government, Crawford, K. G., University of Toronto Press, 1954, (\$7.50), Toronto

Democratic Government in Canada, Dawson, R. M.

Local Government in Alberta, Hanson, Eric, J., McClelland and Stewart, 1956, (\$2.30), Toronto

PUBLICATIONS OF THE GOVERNMENT OF ALBERTA

Town and Village Act

Municipal Districts Act

City Act

County Act

Accreditation Act

After Ten Years—The Alberta County System (1961)

Local Authorities Board, a pamphlet published by the Department of Municipal Affairs.

Board of Public Utilities Commissioners, a pamphlet published by the Department of Municipal Affairs.

UNIT TWO—CONSUMER EDUCATION

Text: *Consumer Education*, Brown, N., Macmillan Co., Toronto

Point of View

This is an economic unit in the sense that it is a consideration of one phase of the economic cycle. Business Economics is a study of the economic cycle in that it considers how goods are produced, distributed, exchanged and consumed. This unit will make reference only to the last phase of the cycle—namely, consumption. Economically, consumption of goods involves a variety of elements. However, this unit will make a study of “consumption” only from the point of view of the acquisition of goods.

Each person in the world is an acquirer and user of goods. Some people obtain articles through payment in cash, others through the use of credit; some people do not exercise precautions in the selection of goods; others exercise sound judgment. This unit proposes to help people to become more intelligent consumers by helping them to understand credit with all its obligations, pitfalls, and responsibilities; also by providing some helpful hints in selecting goods.

SUGGESTED SPECIFIC OBJECTIVES

Understandings

The student should show that he has acquired the generalizations:

1. That the basis of credit is trust and confidence placed in the debtor.
2. That consumers should exercise common sense and temperance to see to it that they do not indulge in too much credit; and they should exercise honest labor to see that their credit obligations are fulfilled.
3. That most of the legal problems that arise between merchant and customer can be solved through the use of honesty, fairness and truth.
4. That when a consumer buys carelessly he lowers his own standard of living.

Skills, Abilities, Habits

The student should show that he has:

5. Acquired skill in determining interest charges for the various forms of credit.
6. Acquired skill in working out annual rate of credit.
7. Acquired skill in the construction of family budgets.
8. Improved his ability in exercising wise choice of articles.
9. Demonstrated his ability to become an efficient consumer while still in school.
10. Cultivated the habit of critical thinking in the field of consumption.
11. Acquired good consumer habits coupled with the ability to adjust them to new problems as they arise in his future.

Attitudes

The student should show that he has acquired an attitude:

12. Of a moral as well as a legal responsibility for one's debts.
13. Of thrift with a desire for voluntary saving.
14. Of cooperation and mutual help in the field of consumption.

SUGGESTED TIME—Six to eight weeks.

I. Credit Used by Consumers

Meaning of credit.

Credit requirements: character, capacity, collateral.

Classes of credit:

- (a) Public credit.
- (b) Private credit.
 - Used by business—investment—mercantile—banking.
 - Consumer.

Types of consumer credit:

- (a) Purchase credit (credit buying) charge account, instalment, or revolving accounts.
- (b) Loan credit (cash borrowing) single payment, instalment and revolving loans.

Elements that determine whether to use cash or credit:

- (a) The case for credit:
 - Advantages.
 - Disadvantages.
- (b) The case for cash:
 - Advantages.
 - Disadvantages.

Calculation of typical service charges: All types of credit imply a credit charge to cover the cost of insurance, determining credit ratings, cost of collection and book-keeping.

How credit charges for purchase credit are calculated:

- (a) Charge account—flat rate or percentage.
- (b) Instalment sales account:
 - percent per month on unpaid balance.
 - flat charge.
- (c) Revolving credit account—percent per month on unpaid balance at end of each month.

How credit charges for loan credit are calculated:

- (a) Single payment loans—percent per annum.
- (b) Instalment loans — add-on method; discount method; unpaid balance method.
- (c) Revolving loans—percent per month on unpaid balance.

Sources of small loans—banks, small loan companies, credit unions, life insurance.

II. Savings

Types of real savings:

- Liquid saving—definition.
- Liquid savings in the form of cash may be placed in: chartered banks, savings banks, post office savings banks, credit unions.
- non-liquid savings—definition.
- Examples most common to consumers are: real estate, home furnishings.

How credit can be used as a form of savings.

III. Measuring and Using Credit with Wisdom

Amount of credit obligation to be incurred—suggestions and cautions.

Amount of down payment—suggestions and cautions.

Duration of time to pay off credit—suggestions and cautions.

Conditions affecting terms of credit. e.g., Bank of Canada controls.

Adding second purchases to an account partly paid out — suggestions and cautions—practice in “pro-rating”.

IV. Making a Budget

Advantages.

Disadvantages.

Steps in preparation. Net worth, necessary items, group items, savings, proportionate percentages, concluding a budget on monthly and yearly bases and providing for a new balance sheet.

Using credit when one has cash in the bank.

V. Legal Problems for Consumers

Legal problems involving cash customers (Sale of Goods Act)

—Problems involving transfer of ownership.

—Problems involving conditions and warranties.

Legal problems involving the credit customer (Conditional Sales Act). Procedures involved if instalments cannot be paid—creditors’ rights—buyers’ rights.

VI. Becoming More Intelligent Consumers Through Wise Selection

Wise selection of goods.

(a) Judging quality:

Purchase by grade—beef, butter, eggs, canned fruit and vegetables.

Purchase by label—provides information on form, methods of processing, net contents, origin, kind, declarations, dietary claims.

Purchase according to advertisements.

Use of consumer magazines.

(b) Judging bargains:

Satisfaction of a need.

Suggestions as to what constitutes real bargains.

(c) Examining containers carefully:

Shape of container may be misleading.

Wrapping of the package may partially conceal the contents.

(d) Purchasing discriminately: Suggestions and cautions concerning—home appliances, rugs and carpets, drapery, furniture, paint; homes, ready-built and custom-built; automobiles, new and used.

Unethical practices. Suggestions for avoiding commitments with unethical practices associated with door-to-door salesmen, home study schools, photo proposals and quackery that is related to purchasing unnecessary and useless drugs.

VII. Advertising

Purpose.

Kinds of sales appeal used in advertising:

—Emotional appeal.

—Rational appeal.

Both types are alluring to the ego, thrift, and the urge of people to conform.

Appeals are made on the basis of health, attraction of the sexes, comfort and pleasure, beauty of appearance, vanity and pride, safety, sympathy, fear, efficiency, taste.

Cost of advertising—effect on prices of goods.

Dishonest advertising:

(a) Testimonials.

(b) Shallow eye-catching statements.

(c) Exaggerated statements.

(d) Misleading advertising:

—Bait advertising.

—Concealed advertising.

VIII. Consumers' Aids

Government agencies:

—Department of Agriculture.

—Department of Health and Welfare.

Private agencies:

—Better Business Bureau.

—Consumers' Association of Canada.

—Local credit bureaus.

Magazines:

—Consumers' reports.

—Credit World.

TEACHERS' REFERENCES

(In addition to those listed in Chapter 8)

Using Our Credit Intelligently, National Foundation of Consumer Credit (U.S.) revised for Canadian use. Information may be secured from the Credit Granters' Association of Alberta, 201 Revillon Building, Edmonton. (44-page booklet.)

How We Live in Canada, Clark, Fred G., and Rimanoczy. Canadian Economic Foundation, 42 Charles Street E., Toronto.

The Bulletin — No. 183, June, 1962, The Council for School Service, 600 Jarvis Street, Toronto 5.

Economic Education in the Schools—Committee for Economic Development, (1961) 711 - Fifth Avenue, New York 22, N.Y. Study materials for Economic Education.

Supplementary Paper No. 12 by Committee for Economic Development, a Bibliography of materials, 1961.

Economic Literacy for Americans, a statement on national policy by the Research and Policy Committee of the Committee for Economic Development; 1962. 711-5th Avenue, New York 22, N.Y.

UNIT THREE—OUR HERITAGE FROM THE PAST

Text: *Our Ancient Heritage*, Hardy, W. G.

Point of View

This unit deals with our heritage, that is, those things which we have inherited, from the past. We would be different than we are if people who have preceded us in time had not been able to leave behind them the advances they were able to make toward a more highly civilized condition. Men accumulate social organization, property, mores and customs, or culture, because they are able to communicate or to transmit the things they learn in one generation to succeeding generations. Since we are the recipients of and advanced culture, we assume an interest in how this condition came about, and we accept responsibility for transmitting this heritage, improved if possible, to those who follow us.

The purpose of this unit is to provide a glimpse of what has gone before in the story of mankind, a sort of summary or overview, so that we may better understand what we are today. Since we are concerned chiefly with Western man, we confine the survey to those areas of early civilization which affect us most directly, that is, the cradle of Western civilization. Part of the function of such a survey is simply to erect signposts which might guide our interests to pursue further study.

Since this unit and the elective on life in the middle ages provide the historical background for Social Studies 20, it is recommended that this material be taken in the spring term. It should be emphasized that not too much time should be spent on this unit. The suggested times should not be exceeded, that is three weeks for Part I, and six weeks each for Parts II and III. This proportion of time might vary, but the whole unit should be limited to fifteen weeks.

SUGGESTED SPECIFIC OBJECTIVES

Understandings

1. Man's basic needs have been the same for a long time.
2. Early man developed skills of communication: alphabet, writing.
3. Early man developed skills of computation: number system.
4. Settled communities were more conducive to cultural development than were nomadic groups.
5. Man has long sought satisfactory explanations of the universe: philosophy, religion.
6. Man has long sought logical social structures: law, government.
7. Man has long sought personal satisfaction: family living, leisure.
8. Man has long sought beauty: art, literature, music.

Skills, Abilities, Habits

9. Skill in the process of historiography.
10. Habits of cooperation in group activity.
11. Skill in locating information from books.
12. Improved communicational ability.

Attitudes

13. Appreciation of man's achievement in the past.
14. Appreciation of the skills of the archaeologist and historian.
15. Tolerance of other cultures and ways of life.
16. Appreciation of the values of family and social organizations.
17. Reverence for religious beliefs, both familiar and different.
18. Responsibility for improving and transmitting the cultural heritage.

SUGGESTED TIME—Fifteen weeks.

I. From the Beginning to the Greeks. Time—three weeks.

The beginnings of mankind, tentative theories.

Some examples of early civilizations:

- Mesopotamia, the land between the rivers.
- Egypt, another river valley civilization.
- Phoenicia, a sea coast community.
- The Hebrews, a nomadic group.
- Persia, an empire-building organization.

The heritage from the early civilizations, with emphasis on the developmental nature of society over a long period.

- Science and technology: fire, the use of metals, agriculture, the wheel and lever, architecture.
- Communication: the alphabet, writing, written records.
- Mathematics: the number system, geometry, astronomy, the calendar.
- Aesthetics: art, sculpture, music, literature.
- Religion: animism, polytheism, monotheism.

II. The Greeks. Time—Six weeks.

History of the Greeks: the formative period, the Persian Wars, Periclean Athens, Sparta, the Peloponnesian Wars, the rise of Macedonia.

Everyday life in Periclean Athens.

The heritage from Greece, with emphasis on the importance of ideas and the worth of man.

- Philosophy, with reference to the great philosophers, Socrates, Plato and Aristotle.
- Government. A comparison of Athenian democracy and Spartan militarism. Elements of modern governments in them.
- Literature, particularly the great dramatists and historians.
- Art and sculpture, especially the “public art” of the temples.
- Science, including the natural sciences, medicine, biology, and applied science.
- The Olympic Games.
- Hellenistic influences on Christianity.

III. The Romans. Time—Six weeks.

History of Rome: the early peoples of Italy, conquest of the Mediterranean area, the Republic and its decline, the Empire and its decline.

Everyday life in Rome at the end of the Republic, and at the height of Empire.

The heritage from Rome, with emphasis on order and organization.

- Law.
- Government, especially in the Empire.
- Aesthetics: literature, art.

Science: the Roman Arch, road-building, applied science.

- The Roman influence on organization of the Christian church.

REFERENCES

- Story of Civilization*, Becker & Duncalf.
Ancient Times, Breasted.
Across the Ages, Capen.
What Happened in History, Childe.
A Day in Old Athens, Davis.
A Day in Old Rome, Davis.
The Making of Today's World, Revised edition, Hughes & Pullen.
Ancient and Medieval History, New & Phillips.
The Record of Mankind, Roehm *et al.*
Ancient and Medieval World, Rogers, Adams & Brown.
The Ancient World, Tenen.
The Enduring Past, Trueman.
Man's Story, Wallbank.
Culture of Ancient Egypt, Wilson.

A reference bibliography in the textbook, pp. 237-238, provides a more extensive reading list, some of the titles being suitable for students with superior reading ability.

A good set of maps of the ancient Mediterranean area is required.

ADDITIONAL REFERENCES

- A Sourcebook for Ancient and Medieval History*, Lavender and Sheffe, McGraw-Hill, Toronto.
A Thousand Ages, Lavender, Lewis and Sheffe, McGraw-Hill, Toronto.
Men of Athens, Coolidge, Olivia, Houghton Mifflin Company, Boston, 1962.
A Shorter History of Rome, Cary and Wilson, Macmillan & Co. Ltd., New York, 1963.
We Are Their Heirs, Elliott and Russell, Edward Arnold (Publishers) Ltd., London.
The Pageant of World History, Leinwand, G., Allyn and Bacon, Inc., Chicago, 1962.
At the Lion Gate, Palmer, M. R., Houghton Mifflin Company, Boston, 1962.

UNIT FOUR AND UNIT FIVE

Two units to be chosen from the following options. Outlines for eleven suggested topics have been prepared. Informational content for many of them is available from multi-references in most schools. Suggested publications are indicated for others. Since this is an interim outline, suggestions with respect to good reference materials would be appreciated by the Department.

Point of View

It is presumed that the study of the optional units will have appeal for students in either the matriculation or general diploma programs. A few topics may be an extended depth of study of subjects treated in the textual material of Unit III. Others will also have specific purpose for students pursuing sequential courses in the matriculation pattern. Many have particular relationships to contemporary social living.

Skills, Abilities, Habits

Dependence upon multi-references should provide opportunity for the development of desirable skills associated with:

1. Locating information, selection and analysis of material read, and structured organization of the information secured.
2. Class presentation and meaningful discussions.

ELECTIVE A—LIFE IN THE MIDDLE AGES

(Recommended as a suggested optional unit for those students who anticipate taking Social Studies 20.)

Point of View

It is proposed to consider the transitional period from the fall of Rome to the Renaissance with respect to political, economic and cultural influence on society.

CONTENT

I. Political Organization

Fragmentation of Western Europe following the fall of the Roman Empire:

Anarchy replaced the central control.

Consolidation of authority:

Influence of Clovis, Martel, and Charlemagne.

The Islamic threat on Europe.

The Holy Roman Empire under Charlemagne and Otto I.

Affiliation with the church.

Breakdown of central authority.

Rise of Feudalism:

A new relationship between protector and the protected:

- The weak sought protection of a strong leader in exchange for services.
- The development of class distinctions in society.
- Choice of king from the nobility.
- Beginnings of early national states and decline of feudalism.

II. Economic Features of the Middle Ages

The economic results of the breakdown of Roman Empire:

- The decline of trade and the return to rural self-sufficiency.
- The emphasis of feudalism on land as the basic form of wealth.
- Re-establishment of trade between Italian cities and the East.

CONTENT

The impact of the Crusades on European economy:

- The importance of the Mediterranean.
- The exploits of the Polos.

The rise of the Middle Class:

- The chartered towns and the emergence of a merchant group.
- The domestic industries and rigidity of the apprenticeship system.
- Organizations for trade:
 - i The guild system—medieval fairs
 - ii Hanseatic League
 - iii Letters of credit, money-lenders and early banking.

The economic effects of the Black Death.

III. The Cultural Pattern of Life in the Middle Ages

Establishment of Christianity as a state religion in Rome.

The unifying influence of the church:

- Political influences.
- Scholasticism and the maintenance of learning.
- Social effects of the Crusades.

Other cultural influences:

Influences of Arab World of Europe.

Architecture and painting

- Gothic architecture replaced the Romanesque.
- Pre-Renaissance paintings.

Intellectual features:

- Early national literatures.
- Rise of universities.
- New ideas in science.

REFERENCES

The Ancient and Medieval World, Rogers, Adams and Brown, (previous textbook), pp. 249-290.

The Making of Today's World, Hughes and Pullen, Revised by James H. McCrocklin, 1962.

Across the Ages, Capen, L.

Other suitable references as previously listed for Grade X.

ADDITIONAL STUDENT REFERENCES

Medieval Days and Ways, Hartman, Gertrude, Macmillan.

TEACHERS' REFERENCES

History of Medieval Civilization, Collins, R., Ginn and Company.

A Sourcebook for Ancient and Medieval History, Lavender and Sheffe, McGraw-Hill.

ADDITIONAL TEACHERS' REFERENCES

A History of Medieval Europe, Davis, R. H. C., Longman's, 1957, Toronto.

A History of the Middle Ages, Painter, Sydney, Alfred A. Knopf Publishing Co., 1953.

ELECTIVE B—FAMILY LIVING

Point of View

Family life is the basis of Canadian social, political and economic institutions. From the earliest times and throughout the history of man's social relationships, the family has been the main unit of human endeavor. At one time it was the only institution for meeting the religious and educational needs of the individual. Though other social organizations have taken over some of the functions, attempts at the subordination of the family have always failed. It has stood the test of many societies and different forms of political ideology, and is still essential in a well-organized democratic state.

This unit serves to impress the student with the importance of family life and some of its problems. It should indicate to him how the family group was the first of those social, political and economic institutions which make up a civilized society. Various attempts to replace the family in all of its social functions, as in Sparta and Nazi Germany, have failed. Institutions such as the church and school, in reality extensions of the family, now perform some of its original functions.

Understandings

The student should show that he has acquired the generalization that:

1. The family was the first permanent unit of human relationships.
2. Social, political and economic institutions develop from the family unit.
3. In more complex civilizations the family has been replaced in some of its original functions.

Skills, Abilities, Habits

The student should show that he has acquired:

4. Skill in interpreting a current political or social problem.
5. The ability to identify facts or material relevant to one of the generalizations concerning family life.

Attitudes

The student should show that he has acquired an attitude:

6. Which will cause him to take an objective view of the family as a social institution.
7. Of concern for the family's permanency in performing its social function successfully.
8. Of desire and determination to achieve and maintain worthy home membership on his own part.

SUGGESTED TIME—Four weeks.

CONTENT

- I. Development as a Social Institution and Different Functions in Early Culture.
- II. Meaning of the Family Relationship: The Importance of the Family to the Child and to the Parent: To the Nation.
- III. Problems of the Modern Family:
 - Obligations concerning marriage relationship and child rearing.
 - Relationships between home and church, between home and school.
 - Housing.
 - Development of social attitudes concerning delinquency, companionship.
 - Moral and religious values:
 - Brief review of Christian development.
 - Relationship of church auxiliaries to child training.

CONTENT

Education:

- Aims.
- Kinds—academic, general, vocational.
- Financial assistance.
- Attitude toward work.

Recreational activities:

- Role of Department of Cultural Affairs and Canada Council and C.B.C. in promoting cultural interests and recreational leisure — time activities relative to sports, drama, art, music, libraries and crafts.
- Commercialized recreational service.
- Athletics: Importance — personal, school, community activities; organization; time and expenses involved.

Effect of urbanization:

- Women working.
- More purchasing of consumer goods.
- Disintegration of family relationships.

Social welfare:

Local level:

- Family welfare agencies in the community.
- Juvenile court.
- Schools for the retarded.

Provincial and Federal level:

- Workmen's Compensation.
- Unemployment Insurance.
- Mothers' Allowance.
- Family Allowances.
- Social Insurance.
- Family courts.

Disruptive economic and social pressures. e.g., Excessive financial commitments, divorce, objectionable literature, organized amusements, competition between the family and other social groups and the separation of the family to follow individual interests.

REFERENCES

- Social Living*, (Revised edition), Landis, Paul H., Ginn and Company. pp. 109-153, 234-236, 288-290, 351-353, 360-366, 368-373.
- Living in the Social World*, (Revised), Quinn-Repke, J. B. Lippincott Co. pp. 247-248, 279-288, 302-306, 453-457, 484, 510-518.
- Canada Year Books* (Annuals).
- Canadian Citizenship*, Goldring, J. M. Dent and Sons (Canada) Ltd. pp. 9-18.
- Across the Ages*, Capen, L. pp. 161-166.
- The Story of Civilization*, Seary and Patterson. First sections of Part III.
- Ancient Times*, Breasted.

OTHER SUGGESTED READING FOR MODERN CONDITIONS

- Marriage and Family Living*, — Personal Adjustment Series, Prentice Hall of Canada, Toronto.
- Thresholds to Adult Living* (Reference for Home Economics 21); Copp Clark Co., Toronto.

Our Changing Social Order, Gavian, Gray, and Groves, D. C. Heath and Co., Boston (Unit V, Chapters 11-14 inclusive).

Publications of Departments of Social Welfare, of Health, of Recreation and Cultural Affairs.

Publications of Service Bureaus, Insurance Companies, Canadian Economic Foundation, Canada Council, etc.

Articles from various periodicals.

ELECTIVE C—AESTHETIC AND CULTURAL VALUES

Point of View

This topic is pointed to a very brief consideration of early art and music and the nature of modern developments with reference to the influences and encouraging factors. Such study might develop appreciative attitudes and wholesome continued interest in adult activities associated with art clubs, exhibits, musical performances and the work of organized groups such as the Canada Council.

CONTENT

I. Early Art:

Pictures, carvings—media.

Use of perspective.

Growth of sculpture.

Development of architecture:

—Examples: vaulted roof, arch, columns, buttresses.

—Egypt, Babylon, Athens, Rome, India.

—Middle Ages—Gothic.

Reference to pre-Renaissance and Renaissance only.

II. Development of Modern Trends

Change from religious theme to interests of material world.

Surrealism—abstract expression.

III. Modern Encouragement to Art

Establishment of museums and art galleries:

Louvre, New York Art Gallery, London, Toronto.

Establishment of community art clubs.

Government grants to art organizations.

IV. Music

Brief review of nature and role of music in early times:

—Military—religion—dancing and entertainment.

Renaissance developments (brief ref.):

—Relationship to Reformation movement.

—As in art new themes—sonatas, operas, others.

—New instruments and new arrangements—orchestras.

V. Present-Day Features and Facilities:

Symphonies, Philharmonic Society.

Encouragement to public consumption:

—Radio, television and high fidelity recordings.

—C.B.C. efforts.

Maintenance of music appreciation of various ethnic groups.

The place of music in the schools.

Musical Festivals and societies for instrumental, band and ballet.

Role of Branch of Cultural Affairs, The Canada Council and the C.B.C. in promoting cultural interests.

REFERENCES

Across the Ages, Capen, American Book Co., pp. 449-494.

Ancient Times, Breasted, Ginn and Company

Architecture: pp. 69, 71, 89, 108, 149, 176, 191, 200, 208, 252, 274, 292, 296, 299, 300, 356, 371, 423, 468, 521, 525, 596, 597, 631, 635, 686, 725, 782.

Art: pp. 19, 78, 85, 110, 117, 121, 155, 160, 176, 200, 252, 284, 291, 292, 301, 325, 328, 372, 422, 429, 470, 533, 591, 635, 729.

Music: pp. 115, 200, 202, 285, 334, 369, 377, 413, 423, 639.

Man's Great Adventure, Pahlow, Ginn and Company.

Architecture: pp. 58, 70, 72, 81, 111, 122, 143, 144, 151, 196, 201, 284, 295, 317, 319-21, 360.

Art: pp. 46, 47, 50, 58, 70, 141, 151, 295, 317, 359, 360.

Music: pp. 361, 362, 408, 410, 459, 467, 529.

Man's Story, Wallbank, Scott, Foresman and Co.

Architecture: pp. 46, 47, 51, 52, 84, 102, 170, 171, 191, 192, 256, 258.

Art: pp. 30, 31, 36, 37, 51, 83, 84, 88, 151, 192, 256, 258, 263.

Music: pp. 30, 31, 180, 181, 303, 507, 638.

The Record of Mankind, Roehm, Buske, Webster, Wesley, Copp Clark Publishing Co. Ltd.

Architecture: pp. 28, 32, 37, 46, 79, 80, 131, 136-39, 185, 186, 192-94, 200, 201, 465, 466.

Art: pp. 11, 46, 79-81, 118, 131, 200, 201, 465-69.

Music: pp. 70, 181, 182, 463-65.

Canada Year Books, Queen's Printer, Ottawa.

Our Heritage from the Past, Hardy, W.

TEACHERS' REFERENCES

History of Music, Lovelock. William, 1953, G. Bell and Sons, London.

Architecture, Russell, A. L. N., 1927, E. P. Dutton and Co., New York.

History of Art, Janson, H. W., 1962, Prentice-Hall, also Abrams.

Art Through the Ages, Garner, Helen, 1958, Harcourt, Brace & World.

ELECTIVE D—RELIGION AND ETHICS

CONTENT

I. Meaning of Each and Their Relationship

II. Characteristics of Religion:

Belief in Deity is an essential.

Belief in the survival of the individual soul almost always a feature.

Most religions sanctify a moral code.

III. Bases for Religion:

Need for and satisfaction in the reliance on an ultimate power.

A desire for and belief in individual survival.

An explanation of mystery of life.

Solace in time of trouble.

Pleasure in its aesthetics.

Fear of the unknown.

IV. Primitive Religion:

Evidences that primitive man was religious:

- Burial may result from religious belief.
- Burial of useful articles is almost certain evidence.
- Drawings and carvings.
- Contemporary primitives are religious.

Primitive religion is a nature worship based on fear.

Primitive religion is characterized by witchcraft and sacrifices.

V. Pagan Polytheism of Ancient Cultures: Sumerian, Phoenician, Egyptian, Greek-Roman:

For each, characteristics as in Item 2 noting some of the chief gods only.

For each, the position of the priest class.

These religions evolved from primitive nature worship and retained much of it.

Beliefs constantly changed; e.g., in Egyptian religion at first only the Pharaoh was immortal.

Following conquest of Sumer the language became Semitic but the language of the old religion remained Sumerian; this gave the priest class a preferred and powerful position. Compare this with the surviving use of Latin in the Christian church.

The Greek religion did not sanctify the moral code. Compare moral standards of ancient Greeks with that of other ancient and modern peoples.

VI. The First Monotheistic Religions, Judaism and Zoroastrianism:

Characteristics as in II; Yawveh and Ahura-Mazda; ideals and moral codes.

The growth of the Hebrew religion:

Abraham's primitive concept and his willingness to sacrifice his son.

Jehovah evolves from a God of justice to a God of mercy.

VII. Christianity as a Reform of Judaism.

VIII. Areas Dominated by Other Religions.

IX. Ideals Common to Modern Religions.

REFERENCES

The World's Living Religions, Humes, Robert Ernest, Charles Scribners Sons, New York, 1959. pp. 311.

The World's Great Religions and Epic of Man, Life's Publications.

This Believing World, Browne, Lewis, Macmillan, 1926, \$5.00.

How the Great Religions Began, Gaer, Joseph, Signet, 1929, 60c.

The following references have been listed for a similar unit in the previous course; most of them are suggested for other units in this course.

The Ancient and Medieval World, Rogers, Adams and Brown.

Ancient Times, Breasted.

Ancient and Medieval History, New and Phillips.

The Making of Today's World, Hughes.

The Ancient World, Tenen.

The Story of Civilization, Seary and Paterson.

World History, Smith, Muzzey and Lloyd.

The Story of Civilization, Becker and Duncalf.

ELECTIVE E—CONTEMPORARY WORLD PROBLEMS

Point of View

In that it may be difficult to integrate all of the major problems of the world into Units I, II, and III, it is thought that possibly in one optional unit it might be possible to consider about FOUR major world problems in depth in about four weeks. On the other hand, some teachers may wish to give a still more intensive study for the four weeks on only one major problem.

It is not meant that this should be a brief consideration of isolated events from all over the world. It is believed that each problem should be studied from as many angles as possible, and from as much depth as possible in order to get a deep understanding of the problem. An example problem follows:

In 1964, a major problem of the world existed in Cyprus. In order that the students might get a many-sided view of this problem one might include the following studies:

CONTENT

I. Geography

A construction of a map of Cyprus showing its approximate size and relation to the surrounding countries; especially Greece and Turkey. Place on the map the two basic mountain ranges and the capital city. Possibly a very brief consideration of its main industries might be considered.

II. Historical Background

Show that in its history it was almost continuously controlled by outside powers (up to 1960). Also show how the two main nationalities came to settle on the island.

III. Violence of 1955

Consider the causes of this outbreak. Examine the proposals made by the Greek Cypriots as well as those made by the Turkish Cypriots. Also consider the proposed solution made by Britain in 1960 by examining the constitution that was provided; also, have a brief look at the Treaty of Guarantee and the Treaty of Alliance. Consider the problems that arose out of the above-proposed solutions.

IV. Violence of 1964

Examine the causes of the new outbreak. Examine the United Nations Proposals as well as Greek and Turkish Cypriot proposals for solution. Examine the implications of Greece and Turkey intervening in the affair.

In other words, a complete study of the problem should be made, using as many varieties of approaches as possible.

The same thing should be done for three other problems. The selection should be from those that have a significant impact on national relationships.

V. Impact of Cyprus on Other World Problems

A crisis like that on Cyprus is not an isolated one; it affects and is affected by attitudes on other world problems. For example; examine the impact of the U.N. discussion on Cyprus upon other problems in the U.N. to illustrate how previous attitudes on the other problems might be changed; the same would be done for N.A.T.O.

Resource material for the unit will have to come almost exclusively from newspapers, periodicals, World Affairs magazine, etc. Since these problems will be chosen from current year of instruction considerable source material should be available.

ADDITIONAL TEACHERS' REFERENCES

World Problems, Carter.

Background to Current Affairs, Crowley.

Contemporary Civilization: Books I, II and III, Gage and Co.

ELECTIVE F—DEVELOPMENT OF WESTERN LITERATURE

Purpose

To provide a depth unit in early literature drawing from the cultural backgrounds set up in Unit III—Depth in the sense that it is a more detailed account of an aspect of Greek and Roman culture than was described in that unit, but cursory in the sense that it will try only to create some interest in the literature of this era.

Point of View

To show how men in the early days were able to develop a type of literature that was not only entertaining but also informative.

CONTENT

I. Great Writings of the Long Past:

The Old Testament.

The Homeric epics:

—The Iliad.

—The Odyssey.

II. Greek Literature of the Classical Past:

Greek drama:

—Athenian theatre.

—The chorus.

—The nature of tragedy.

—Aeschylus, Sophocles, Euripides.

—Athenian comedy — Aristophanes.

Greek poetry:

—Pindar, Sappho, Theocritus.

Some Greek historians.

Writer of Philosophy.

The New Testament.

III. Roman Literature of the Classical Past:

The comic theatre: Terence, Plautus.

Earlier writers of first century: Lucretius, Cicero, Julius Caesar.

The Augustan age: Virgil, Horace, Livy, Ovid.

The last Roman writers: Juvenal, Tacitus, Seneca.

IV. Establishment of Libraries.

V. Ballads, Chronicles and Miracles: Plays of Middle Ages.

VI. Renaissance Influences:

New age of drama.

Development of use of vernacular.

Development of prose, essay, short story, novel.

Effect of printing.

CONTENT

VII. Reference to Some Contemporary Authors:

Classes of writing.
Style, content.
Purpose and influence.

VIII. Modern Facilities:

Libraries.
Periodicals.
Book clubs.
Drama associations.
Theatres.
Canada Council.

ELECTIVE G—ANCIENT PHILOSOPHY

Purpose

To provide a depth unit in philosophy, drawing from the cultural background set up in Unit III. Depth in the sense that it is a more detailed account of an aspect of Greek and Roman culture than was described in that unit, but cursory in the sense that it considers some of the fundamental thoughts only of the philosophy of this era.

Point of View

To show how men in the early days attempted to use their reasoning power to explain such things as: how the world came into existence; what is the basic "stuff" out of which it was made; how is man constructed; how should he act in relation to the activities of the time?

CONTENT

I. Philosophy:

Definition.
How did it originate?
Characteristics of a philosopher (of early times).
Why did it flourish in Greece?

II. First Philosophers

Mythology: first attempt to explain the origin of the universe.

- (a) Homer (900-800 somewhere) first attempted to describe the universe:
- Man is surrounded by gods.
 - Head of the gods is Zeus.
 - Man is composed of three parts.
 - Gods are not worshipped because they are good.
- (b) Hesiod (800-700 somewhere) story of the universe as it came to be:
- His Theogony—excerpts to show how the world originated.
 - His works and days—excerpts to show how men should live.

Note: Hesiod maintained that the world came from chaos and that such to him was a pure fact. But later on, men urged on by wonder, began to search for the cause of such transition and to consider what the chaos could be—what is the basic stuff out of which all things arise: thus, the rise of philosophy.

Pre-Socratic philosophers:

(a) School of Miletus:

Thales (624-546 approximately)

—Basic stuff is water: occasioned by change.

—Earth floats on water.

—Soul is the cause of motion.

—Gods are the soul of the universe.

Anaximander (610-545)

—Basic stuff is the unlimited.

—Earth is cylindrical.

—Man originated from fish.

Anaximenes (585-528)

—Basic stuff is unlimited, but of determinate nature: it is air.

—Generation comes through rarefaction and condensation of air.

—Earth is flat and floats on air.

(b) The Pythagoreans (568-493):

Were concerned with a way of life.

Emphasis on the training of the memory.

Predominance of harmony and number.

Number is: limited-odd-orderly-good.
unlimited-even-lawless-evil.

Earth is a cube.

Soul: Harmony enters body as a punishment—has two parts—transmigration.

(c) The Heracliteans:

Xenophanes (565-440 about):

—Attacks Homer and Hesiod.

—Sun is new every day.

Heraclitus (544-484):

—The universe is both one and many.

The one is a unit of changing reality.

—Fire is the basic stuff of reality.

—Reality is a process of change from fire to things.

(d) Eleatics:

Parmenides (515-445): There is no generation or corruption.

Zeno (489-430): Outlines four proofs to show that motion does not exist.

(e) The Atomists:

Democritus (460-370):

—Universe—world constituted of unlimited atoms; atoms are indestructible because of hardness; atoms unite into compounds.

—Man—soul composed of spherical atoms; soul atoms set body in motion; when all soul atoms breathed out—death.

III. Socratic Philosophy:

Sophists—"teachers of wisdom":

—Protagoras.

—Gorgias.

CONTENT

Socrates (469-399):

- Interested in moral questions.
- Searched for definition through dialogue.
- Maintained virtue is knowledge.
- Searched for final causes.
- Claimed he was lacking in knowledge.

Plato (427-399):

- Philosophy is the only hope—philosophers must become kings.
- What does it mean to become a philosopher? Why must philosophers become rulers? Because of Sophist teachings. (Examples from *The Republic*.) A true philosopher. (As described in the *Phaedo*.)

Aristotle (384-322): His physics.

IV. Hellenistic Roman Philosophy:

Stoicism (Epictetus).

Epicureanism (Epicurus).

Scepticism (Pyrrho).

ELECTIVE H—EDUCATION

CONTENT

I. Present Educational System of Alberta:

Courses.

Financial support.

Purposes.

Cultural, social, vocational.

II. Education in Ancient World:

Teaching of Greek, Roman or Hebrew child:

- The subjects taught.
- The teachers.
- Comparison with modern educational system.

Contrasting systems of the ancient world; Athens and Sparta.

III. Education in Medieval World:

Education given by the monastery (philosophy, religion).

Training given by the guild (vocation).

Medieval university (philosophy, law, medicine, theology).

IV. Education in Primitive Societies of Today:

Purposes of education in a primitive society (Eskimos, bushmen).

Agencies or persons giving such instruction.

V. Modern Educational Advances:

Education became the concern of the government or state; New England, Germany, Switzerland, France, Great Britain.

Education became compulsory. British Education Act, 1870.

Education was for both boys and girls (not boys alone).

Recent additions to the curriculum—curriculum guide.

Importance of a sound education.

New trends:

- Vocational technical.
- Educational aids: T.V. programmed learning.

Relationship of vocational schools to apprenticeship and technical education.

ELECTIVE I—DEVELOPMENT AND NATURE OF LEGAL AUTHORITY

CONTENT

I. Need of Laws.

II. Nature of Authority:

By one or a few.

Early forms: Theocracy, military, rulers' oligarchies, empires, city state.

Early law givers: Hammurabi, Moses, Draco, Solon.

Roman codes.

III. Later Legal Developments:

Documents:

—Habeas Corpus.

—Magna Carta.

—Bill of Rights.

—Democratic principles.

—Code Napoleon.

—Canadian Bill of Rights.

Nature of Arbitrary Rule:

—Protection from arbitrary rule.

—Reference might be made to earlier ideas of law such as the Divine Right theory or Feudal Law or Machiavelli's principles, trials by ordeal or jury system.

IV. Modern Day Comparisons:

Dictatorships.

Republics.

Constitutional monarchies.

V. Nature of Canadian Legal Authority:

Distinctions of Dominion, Provincial and local enactments.

Nature of Criminal Law and Civil Law.

Courts:

—Kind.

—Composition.

—Authority of each.

Nature of Warrants, Summonses and Arrests.

Respect for law and enforcement agencies.

TEACHERS' REFERENCES

Canadian Law, Jennings, W. H., 1960, Ryerson, \$3.25.

Report of the Commission to Investigate the Penal System, Queen's Printer, 1938.

ELECTIVE J—ANCIENT GEOGRAPHY

Purpose

To provide a depth unit in geography, drawing from the cultural background set up in Unit I. Depth in the sense that it is a more detailed account of an aspect of Greek and Roman culture than was described in that unit, but cursory in the sense that it will not delve into the innermost depths of the topic.

Point of View

To show how small the known world of the Greeks and Romans was; and yet at the same time to show how surprisingly accurate some of their geographical ideas were.

CONTENT

I. Early Stories of the World:

Ten years of wanderings in strange lands as related by Homer.
Other stories mixing fact and fancy.

II. Mediterranean People Achieve First Geographical Success:

(a) Reasons:

- People of China were separated from rest of inhabited world by vast areas of desert and a wide ocean.
- In Peru, early Indian inhabitants made relief maps of their area but were shut off from other areas by vast forests.
- Eastern Mediterranean and Aegean Seas were not so isolated.
- The Mediterranean Sea provided excellent sailing conditions for the early sailors.

(b) Early trade routes:

- Egypt to the Orient: From the Nile by caravan to the Red Sea, to India and China.
- African and European coast: Tyre, Carthage, Marseille, Gibraltar, Tangier, Cadiz, Scilly Isles.

III. First Observers and Writers of Geography

Thales:

- Prepared a map of the known world.
- Initiated a system of land measurement.

Herodotus:

- Wrote books describing lands and people of known world.
- Wrote his history in geographical settings.
- Prepared map of known world.

Aristotle: Theorized about geography.

Alexander:

- Put teachings of Aristotle into practice.
- Travelled widely; had his staff write a history and geography of the areas he visited.
- Described Iran, Caspian Sea, India.

Pythias:

- Followed coastline of Mediterranean to Marseille.
- Learned how to tell distance north by the height of the sun above horizon at noon.

CONTENT

IV. Problem of Finding Position:

Egyptians:

- By intersection.
- By triangulation.

Assyrians—sun dial used to:

- Establish a north-south line.
- Tell time of day.
- Tell seasons of the year.

V. Attempts to Measure and Map the Earth:

Theory that the Earth was round:

- Theory of Pythagoras.
- Other Greeks who proved the earth was round by observing that the shadow of the earth was curved on an eclipse of the moon.

Problem of measurement:

Eratosthenes: Calculated the circumference of world to be 24,000-28,000 miles.

Hipparchus:

- Considered world to be a sphere consisting of 360 degrees.
- Invented an astrolabe.
- Invented stereographic and orthographic map projections.
- Drew maps containing regular spaced lines of latitude and longitude.

Posidonius: Contributed the erroneous idea that the circumference of the world was 18,000 miles.

VI. The Inhabited Earth and Beyond:

Plato's fabled Atlantis.

Ideas about climate: Maintained there were five zones:

- A torrid zone.
- Two frigid zones.
- Two temperate zones.

VII. Summarizers:

Strabo:

- Wrote "Geography": Twelve books summarizing the knowledge of the day.

Ptolemy:

- First to use the names "parallels" and "meridians".
- Prepared a map of the known world.

REFERENCE

The Wide World, Preston, James, Syracuse University.

ELECTIVE K—DEVELOPMENT OF SCIENCE AND TECHNOLOGY

CONTENT

I. Scientific Method of Renaissance Period:

(Many details of this are already on the Grade XI course.)

Only brief reference to the effect of science on trade and invention.

Bacon
Descartes
Newton
Einstein

II. Effect of Science in Relation to Conditions of Modern Living:

Transportation.

Production and exchange of goods.

Conservation of resources.

New drugs and effect on health and longevity of life.

New comforts in the home.

Communication.

III. The Modern Technological Revolution in Business and Industry:

Computational devices.

Technological changes and effect of automation.

Impact of new technologies on industry and employment.

Implication for training for new jobs and for leisure.

Suggested References:

Ancient Times: Breasted

51f, 57, 69, 71-6, 89ff., 98, 99, 100, 108ff., 142, 153, 164, 192, 203, 212ff., 271f., 371f., 376f., 419f., 423ff., 468f., 525ff., 542f., 548f.

Across the Ages: Capen

87, 89, 129, 207, 233-4, 269-70, 427, 464, 485, 528-9, 530, 564, 565, 566, 569, 571-2, 574, 575.

World History: Smith, Muzzey, Lloyd

15f., 18f., 34f., 66, 67f., 70, 72, 73, 103, 104f., 199, 204, 205, 359-65, 475, 487-90.

Man's Story: Wallbank

31, 46-7, 50-51, 52, 56-57, 68, 69, 84, 87, 89, 103, 133, 174, 177, 185, 345-8, 353, 357.

Making of Today's World: Hughes

34, 36, 37, 38, 41, 42, 43, 44, 90, 92, 93, 101-3, 105, 148-49, 259, 260, 349, 489-521, 531-5.

Modern Times and the Living Past: Elson

305-6, 307, 401, 411, 430, 502-13, 642-5.

The text in Grade XI Social Studies will be helpful—*Our European Heritage:*

Lawrence, Mix, Wilkie.

—and other references as available.

SOCIAL STUDIES 20

NOTE TO TEACHERS OF SOCIAL STUDIES 20

The order in which the units of Social Studies 20 are to be taken may be varied from that in which they appear in this outline. For example, the order selected may be as follows: Unit One, Unit Three, Unit Four, Unit Two, Unit Five, Unit Six.

REFERENCES

PRIMARY REFERENCES

- Story of Nations*: Rogers, Adams, Brown, Leckie, Simonson and Robertson
(Alberta Edition)
Modern History: New and Trotter

SECONDARY REFERENCES

- World History*: Smith, Muzzey and Lloyd (Complete Edition, 1952)
Story of Trade and Commerce: Heaton (1953 Edition)
This Our World: Bining, Howland and Shryock (1953 Edition)
Applied Economics: Dodd
Building the Canadian Nation: Brown
(Includes *Canadian Democracy in Action*)
Canada—A Nation: Chafe and Lower
Canadian Citizenship: Goldring
Canadian Democracy in Action: Brown
Civilization in Europe and the World: Schapiro, Morris and Soward
Man's Story: Wallbank
New World Geography for Canadian Schools: Denton and Lord
Social Living: Landis and Landis
Living in the Social World: Quinn and Repke
Across the Ages: Capen
Man's Social Story: Carter
Making of Today's World: Hughes (Revised)
Culture in Canada: Shea
Book of Canadian Achievement: Palk
Sea Voyages of Exploration: G. A. Sambrook
Record of Mankind: Roehm, Buske, Webster, Wesley.

GENERAL REFERENCE LIST

- Modern History*: Becker
Modern Times and the Living Past: Elson
North America in the Modern World: McInnis
Our Provincial Government
Story of Civilization: Becker and Duncalf
Story of Civilization, The: Seary and Paterson
British People: Arthur Anstey
Your Life in a Democracy: Brown
World Geography: Bradley

MAPS AND ATLASES

Canadian Social Studies Atlas, published by J. M. Dent and Sons (Canada) Ltd.

Hammond's Comparative World Atlas

Hammond's Comparative Wall Atlas

European History Atlas

Wall Maps of the Ancient World } Published by Denoyer Geppert

World History (Ancient Oriental Empires; The Roman Empire) *Maps*, published by Rand, McNally and Company.

Note:

The purchase of these by individual students is not suggested. The students may use, profitably, any atlas from the Junior High School Social Studies book list which may have been purchased and retained. Inquiries with respect to the atlases and maps listed above should be addressed to the School-Book Branch, Department of Education, which will supply orders on special request.

FOR CURRENT EVENTS

"World Affairs" (monthly current events periodical) published by World Affairs Press, Ltd., 705 Yonge Street, Toronto 5, Ontario. (\$1.20 per year; special group rates.)

UNIT ONE—THE EXPANSION OF HABITABLE AND PRODUCTIVE AREAS SINCE THE BEGINNING OF THE MODERN AGE

Point of View

Living as we do in an environment where maps, globes and atlases neatly delineate the geographic world pattern, we are likely to overlook the fact that for thousands of years the extent of man's geographic knowledge was limited to his own small regional environment. Even highly educated men such as the Greeks knew little beyond their own small Mediterranean world, although they shrewdly speculated about the nature of the earth. Recorded history stretches back approximately six thousand years, yet only in the last six hundred years can European races claim to have achieved a larger knowledge of the world pattern. It is little more than four hundred years since Magellan's fleet circumnavigated the globe. It would be difficult to estimate the importance to Europeans of the discovery and opening up of the previously unknown continents.

The purpose of this unit is to bring home to the student that this enlarged knowledge of the world which began to be acquired in the fifteenth century permanently modified the manner of life of the European nations, and led to their acquisition or control of much of the land areas of the world. The vast spaces of the new continents offered people homes where they could worship in freedom, and economic opportunities unknown in the Old Country. Trade with the new continents paved the way for that phenomenon of the modern world—the complete economic inter-dependence of nations. Most astonishing of all, these tremendous changes occurred within the space of five hundred years.

SUGGESTED SPECIFIC OBJECTIVES

Understandings

The student should show that he has acquired the generalization that:

1. The increase of knowledge during the Renaissance led to a better understanding of the nature and extent of the earth.
2. The important explorations of the earth's surface, at the beginning of the Modern Age, took place within a relatively short time.
3. Wider geographic horizons extended the area of man's efforts, shifting the center of civilization to the Atlantic seaboard.
4. Settlement in the new areas was determined by old world needs and conditions and by geographic factors.

Skills, Abilities, Habits

The student should show that he has acquired:

5. The ability to make a systematic comparison of information from two or more sources concerning the Renaissance.
6. Skill in the reading and use of the globe, an atlas and historical maps to trace voyages of discovery which were made early in the modern period of history.
7. Good habits with respect to setting down data, drawn from more sources than one, concerning the theme and the sub-topics of this unit.
8. The ability to give demonstration on the era of discovery, or on some phase of this era, using a wall map, or a map drawn on the blackboard.

Attitudes

The student should show that he has acquired an attitude:

9. Of concern for the future of people in countries with very limited physical resources.
10. Of identity of feeling with and common membership in Western civilization.

SUGGESTED TIME—Five weeks.

I. SCIENTIFIC THINKING IN THE FIELD OF GEOGRAPHY IN THE RENAISSANCE PERIOD

Concepts of the earth during the fourteenth century.

The Renaissance in the learning of the ancient world.

Practical inventions and new ideas.

The maps of Ptolemy (about 150 A.D.), which were more accurate than those previously used, had made use of latitude and longitude. (Understanding 1)

Ptolemy supported the theory that the earth was round and that it was possible to sail from Spain to India around Africa. (Understanding 1)

In the fourteenth century the known world was not much larger than that of the Greeks and Romans. (Understanding 1)

Superstitions, such as those concerning the existence of horrible monsters which would drag ships down, a flat ocean surface over the edge of which ships might fall, a magnetic mountain that would pull the iron out of ships, hindered the progress of exploration. (Understanding 1)

The introduction into Europe of the compass, the astrolabe and the cross-staff for the calculation of distance and direction increased the confidence of navigators. (Understanding 1)

Maps and charts became more accurate and were based on fact rather than on theories. (Understanding 1)

Improvements in ships and in the art of sailing against the wind were great helps in ocean travel. (Understanding 1)

Prince Henry the Navigator furthered the science and theory of navigation. (Understanding 1)

II. THE GEOGRAPHY OF DISCOVERY AND COLONIZATION

The Atlantic barrier to expansion of civilization.

The conquest of the oceans.

The period of exploration of the New World was followed by that of colonization and expansion of settlement.

For many centuries the Atlantic ocean was a barrier to the westward expansion of civilization. (Understanding 3)

The harsh living conditions in their rough native terrain forced the Vikings to take to the sea. (Understanding 4)

The search for new fishing areas, together with their desire to solve the unknown, led the Vikings farther into the Atlantic until they reached Iceland and Greenland. (Understanding 3)

I. THE EFFECT OF
EXPLORATION AND
EARLY COLONIZATION
UPON THE PARENT
CIVILIZATION

Increased knowledge of the world.

The development of new areas of settlement.

Trade in Europe given tremendous impetus.

Far-reaching economic results.

Improved transportation.

The spread of civilization as a result of missionary zeal.

The shift in political power.

Other peoples of the Atlantic seaboard, such as the Portuguese, Spanish, English, Dutch and French, explored farther and farther afield. (Understanding 3)

Islands off the Atlantic coast of Africa provided stepping stones for the Spanish and Portuguese explorers in their voyages toward the Cape of Good Hope. (Understanding 3)

Pedro Cabral, following the route of Portuguese explorers to the south, was driven across the Atlantic to Brazil. (Understanding 3)

The route followed by the Spanish explorers was mainly westward. This led to Spanish colonization in Mexico, Central America, and Western South America. (Understanding 3)

Exploration and colonization spread along the coastline of the New World and up the valleys of the navigable rivers, e.g., the Hudson and St. Lawrence waterways, Saskatchewan, Fraser and Mackenzie. (Understanding 4)

English and French colonial activities in the New World were forced northward by the prior claims of Spain and Portugal to Central and South America. (Understanding 4)

Precise knowledge of the size and shape of the earth and the location, number and nature of the continents replaced the superstition and ignorance of the Middle Ages. (Understanding 1)

Map-making became much more accurate with the revival of the use of longitude and latitude, as, for example, by Mercator who in 1569 originated his map-projection, representing in an ingenious way the round world on a flat surface. (Understanding 1)

Many people thought of the new discoveries as making possible the establishment of an Utopia or an Eldorado, which would enable them to make a fresh start free from political, religious, economic and social repressions. (Understandings 3, 4)

Oriental luxuries could be brought back to Europe in larger quantities in vessels than overland by caravan as previously. (Understandings 1, 3)

New areas supplied new raw materials and foodstuffs (e.g., coffee and cocoa), and large quantities of raw materials which Europe needed (e.g., lumber and furs). (Understandings 3, 4)

New areas produced food and raw materials while in Europe there was an enclosure of farm lands and concentration upon production in the new industrial centers. (Understanding 3)

New areas offered markets for the manufactured goods of the old world. (Understanding 3)

Mediterranean cities such as Venice and Genoa lost their predominance in trade while metropolitan cities favorably situated on the Atlantic coast, like London and Amsterdam, became the new centers of trade and commerce. (Understanding 3)

Merchant princes of the type prominent in Mediterranean trade were replaced by joint-stock companies for the handling of trade. (Understanding 3)

Large quantities of gold and silver flooded Europe, this resulting in high prices, with as a consequence a decline in the commercial influence of Spain. (Understanding 3)

Banking activities increased enormously to meet the growing demands of commerce. (Understanding 3)

New types of ships, dependent entirely upon sails and capable of carrying larger cargoes, were developed to meet the new demands of ocean travel. (Understanding 3)

The oceans rather than the seas became the main highways of trade, with the Atlantic the principal one. Thus the Greenwich meridian became the center or prime meridian. (Understandings 1, 3)

The newly-discovered lands, with their native populations, provided opportunities for religious groups to extend their influence through missionary work and in colonization (e.g., by the Jesuits, Puritans, Quakers). (Understandings 2, 3)

The Atlantic replaced the Mediterranean in world commerce. (Understanding 3)

European nations used their new overseas colonies to compensate themselves for losses in Europe or to redress the balance in the Old World (e.g., Spain lost control in the Netherlands and was compensated in Mexico and Peru). (Understanding 4)

IV. PRESENT DAY DISTRIBUTION OF POPULATION CONTRASTED WITH THAT AT THE BEGINNING OF THE MODERN PERIOD

Civilized areas in Columbus' time.

Colonization on the eastern coasts of America.

Factors responsible for modern distribution of population in America, coastal Asia and Africa.

The known world by 1492 included Europe, Southern Asia, and the greater portion of the coastal regions of Africa. (Understanding 1)

Before the beginning of the modern period there had been little mixture of ethnic groups except that resulting from military conquest. (Understanding 2)

Civilization developed earlier in lands that faced eastward across the Atlantic than in lands such as western and southern Africa where physical barriers and climatic conditions discouraged exploration and settlement. (Understanding 2)

With the conquest of the oceans, it was from western Europe that merchant ships sailed out to trade, that men-of-war set forth to conquer, and that western ways of living were carried to men of other continents and cultures. (Understandings 3, 4)

Today mankind is spread over the world in varying degrees of density of population in accordance with the following factors: physical environment, political control, economic necessity. (Understanding 4)

Save for a few native inhabitants and a very few Asiatics, the people of North America, South America, Australia and New Zealand are all of European descent; in Africa the ruling race is European. (Understanding 4)

V. THE APPLICATION TO A MODERN SITUATION OF THE CONCEPTS LEARNED IN THIS UNIT

Exploration in North and South Polar regions since 1900. Present outposts in the Canadian and Danish Arctic.

Modern means of communication and transportation which were lacking four hundred years ago.

Air travel and scientific advances (e.g., in weather observation and prediction) have led to a better knowledge of the Polar regions. (Understandings 1, 3)

The importance of many hitherto unsettled regions now accessible through air and motor travel and transport, has become increasingly realized within very recent years. (Understandings 2, 3)

The accessibility of hinterland territories, now that air travel and transport have become extensive (e.g., prospective developments in the northern parts of Canada).

The close linking of nations resulting from the speed of modern transportation and communications.

Places in the world where new settlements are being established at present (e.g., in Australia, northern parts of Canada, Alaska and Siberia).

The problems of population pressures in the modern world (e.g., Canadian immigration policies).

The remaining frontiers of the world (e.g., the Canadian north).

Settlement and development of resources in the newly-occupied regions has, in very recent years, been determined by the needs of the civilized countries (e.g., in the Canadian Northland, in Alaska, in Central Africa).
(Understanding 4)

SUGGESTED ACTIVITIES: Topics for written and oral reports; problems for study: (1) for research by committees and individual students, (2) for open forums, for panel discussion, or for class programs, (3) for suitable language practice—essay topics.

1. On a map sketch the direction of the prevailing winds and ocean currents in the Atlantic Ocean.
2. A report on the various advances in navigation which helped create the age of explorations.
3. Which of the discoveries and inventions used by seamen in the period from 1300-1500 (compass, charts, new types of sail, astrolabe, cross-staff) are still important to modern navigators?
4. Reasons why European royalty encouraged voyages of exploration.
5. The influence of the Crusades on the voyages of exploration.
6. Arrange a conversation about America between one of Columbus' sailors and a Spanish merchant eager to hear about the New World.
7. Draw a map of the Atlantic showing the routes taken by the explorers: Columbus, Magellan, Diaz, Cabral, Cortez, Balboa, Cabot, Cartier, Champlain, Hudson.
8. On a scale map measure the distances travelled by the various explorers mentioned in Activity 7.
9. A committee report on: The voyages of discovery of (a) The Portuguese explorers, (b) Spanish explorers, (c) French explorers, (d) English explorers.
10. Compare in world importance the voyages of Cabral (who discovered Brazil), Magellan, Drake and Columbus.

11. In one sentence identify each of the following:

Marco Polo	Jacques Cartier	Henry Hudson
Vasco da Gama	Cabot	Prince Henry
Columbus	Lief Erickson	Ptolemy
Magellan	Pedro Cabral	Pizarro
Cortez	Captain Cook	

12. Explain the difference in cost of goods brought by caravan from the Orient and those brought by ships.
13. The motivation for the attempts to find the northwest passage.
14. Define the term "Papal Line of Demarcation" and explain why it came into existence.
15. A report on the physical features of the various areas of the American Atlantic seaboard.
16. The contrast between the African coasts and the coasts of America, with reference to climate and suitability for settlement.
17. A report on the influence of the New World on the food habits of Europeans.
18. A report on areas in the New World settled as a result of religious movements and desire for religious freedom.
19. Compare the differences among French, Spanish, English, and Portuguese in respect to treatment of Indians and purposes of colonization.
20. A report on raw materials from the New World which influenced the development of modern European industry.
21. Contrast life in Europe in the 17th century with that on the Atlantic seacoast of America.
22. On a map of the world, indicate the areas occupied by Europeans in 1650, and on a second map indicate the areas occupied today by Europeans.
23. The reasons for the financial control of commerce by London, Amsterdam, Paris and Antwerp rather than by Venice and Genoa.
24. The reasons for the successive decline in power of Portugal, Spain, Holland and France in the realm of world trade.
25. A report on the various people now found on the Atlantic sea coast of the Americas, tracing their racial origins.
26. The reasons for the tremendous increase in world population since the beginning of the modern age.
27. On an outline map of the world, indicate with various colors or codes the areas of the world where density of population is: over 400 persons per square mile; over 200; over 50; under 50 persons per square mile.
28. A report on two republics of South America (including Brazil), indicating their backgrounds of settlement and their present political organizations.
29. Describe the navigational information available to modern sailors, and that available to Vasco da Gama.

REFERENCES

Appropriate selections from:

Primary References

Story of Nations: Rogers, Adams, Brown, Leckie, Simonson and Robertson
(Alberta Edition)

Modern History: New and Trotter
(Pages 1-12, 92-101, 136-153)

Secondary References

Making of Today's World: Hughes

(Pages 262-271, 359-383, 565-609)

World History: Smith, Muzzey and Lloyd (Complete Edition, 1952)

(Pages 283-295, 431-486)

Story of Trade and Commerce: Heaton (1953 Edition)

(Pages 58-77)

Story of Civilization: Becker and Duncalf

Story of Civilization, The: Seary and Paterson

(Pages 373-375, 394-404, 428-432)

Sea Voyages of Exploration: Sambrook

World Geography: Bradley

One of the Atlases.

UNIT TWO—THE EFFECT OF SCIENCE ON OUR ECONOMIC LIFE

Point of View

Man's broadening knowledge of nature, together with his new concept of science, led to technological advances. These advances, in turn, increased his productive capacity. As more and more consumers' goods were produced, the economic factor became more dominant in society. Problems arose from the necessity of finding an equitable method of distribution of goods to the various producers and from the difficulty involved in changing from an economy of self-sufficiency to one of division-of-labor.

It is with the problems faced by society during this period that the unit is concerned. Some of these arose from the complexity of the economic changes, and others from the increased interest shown in national resources and income by governments.

SUGGESTED SPECIFIC OBJECTIVES

Understandings

The student should show that he has acquired the generalization that:

1. The New Learning in Europe developed theories of science which led to the (inventions and) technological advances of the Industrial Revolution.
2. Technological changes increase the efficiency of production and exchange of goods, adding to the wealth of nations.
3. The distribution of wealth (wages, rent, interest, profits) among the various producers has led to many social problems.
4. Changing industrial conditions create new problems for our social institutions.
5. Competition among industrialized nations creates international problems.

Skills, Abilities, Habits

The student should show that he has acquired:

6. The ability to organize events in logical sequence, in drawing up a summary concerning scientific advances.
7. An increased skill in research, using material on the theme and sub-topics of this unit.
8. Good habits in the construction of notes and outlines, and in the organization of a written report covering one of the topics contained in the Suggested Activities for this unit.
9. Skill in the reading and interpretation of one or more graphs which have to do with phases of modern technological or scientific progress.

Attitudes

The student should show that he has acquired an attitude:

10. Of sympathetic interest in the problems of labor in a highly industrialized society.
11. Of active concern that there should be social control over the uses of modern scientific inventions (e.g., the atom and hydrogen bombs).

SUGGESTED TIME—Four weeks.

I. THE DISTINCTIVE
INDUSTRIAL CHARACTER
OF MODERN
CIVILIZATION

Most people today are specialists. (Understanding 2)

Regional specialization has led to interdependence of nations. (Understanding 5)

The exchange of goods requires elaborate systems of money, credit, transportation, distribution and communication. (Understanding 3)

Scientific principles are applied to mass production in our modern factory system. (Understanding 2)

The impersonal relationships between owners and employees in our huge economic enterprises create problems. (Understanding 4)

The state has come to accept more and more responsibility for the economic welfare of the people. (Understanding 4)

II. THE APPLICATION OF
SCIENCE TO INDUSTRY

The Agricultural
Revolution.

The Industrial Revolution.

Since the Agricultural Revolution, early in the eighteenth century, crops have been grown on the basis of experiment rather than on that of tradition. (Understanding 2)

Cultivation according to scientific principles replaced other methods (e.g., rotation of crops, the use of fertilizer, the application of knowledge of the chemistry of the soil). (Understanding 2)

Animals and plants increased greatly in size, variety and quality as a result of the application of biological principles (e.g., Mendel's Law, genetics, selection). (Understandings 1, 2)

Applied science began to transform agriculture from a manual to a mechanized industry (e.g., ploughs and cultivators, seeding machines, harvesting machinery, dairying machinery). (Understanding 2)

Knowledge regarding the control of pests, agricultural methods, and the increase of productivity has been spread through agricultural education agencies (e.g., agricultural schools and colleges, experimental laboratories and farms, farm publications). (Understanding 2)

A series of inventions by such men as Kay, Hargreaves, Arkwright, Crompton, Cartwright and Whitney greatly increased production of textiles. (Understanding 2)

III. THE ECONOMIC PRINCIPLES OF MODERN PRODUCTION AND DISTRIBUTION

The factors of production:
land, labor, capital and
management.

The relationship between
capital and labor.

The principles of science were applied to the problems of providing power for factories and transportation (e.g., wind-power, water-power, power from the steam engine, electric power, internal combustion engines).
(Understanding 2)

Many advances in industry have been made possible through the discovery of new chemical processes (e.g., in the textile and metal-manufacturing industries).
(Understanding 2)

The Industrial Revolution made heavy demands for fuel and machinery. These demands stimulated improvement of methods of mining and processes of metal working.
(Understanding 2)

The manufacture of materials, formerly wasted, into by-products is a distinctive feature of modern industry.
(Understanding 2)

Methods of communication and of transportation by land, sea and air have been greatly improved by the application of the principles of physics, mechanics and engineering.
(Understanding 2)

The normal span or expectation of human life has been lengthened by the application of discoveries in the fields of health, sanitation and scientific medicine.
(Understandings 2, 4)

Under the domestic system of production all of the necessary factors were provided by the producer.
(Understanding 3)

Workers were forced to "specialize" in a given task—thus the factory system usurped much of the independence of the working class. (Understanding 4)

Britain's possession of all four factors of production enabled her to pioneer in modern industry.
(Understanding 3)

Increased money and banking facilities, together with the organization of joint-stock companies and the application of the factory system to production, led to complications in the distribution of rent, wages, interest and profits. (Understanding 3)

A new class developed because of their ownership of capital goods. (Understandings 3, 4)

Owner-managers have been replaced to an increasing extent by hired managers. (Understanding 3)

Labor unions derived from the workers' need for collective action. (Understandings 4, 5)

The key to many modern social tensions is found in labor's interest in wages and management's interest in profits. (Understandings 3, 4)

The accumulation of and improvement in capital goods increase the productive power of labor to add to the national income. (Understandings 3, 4)

IV. THE APPLICATION TO A
MODERN SITUATION OF
THE CONCEPTS LEARNED
IN THIS UNIT

Improved labor legislation.

Modern business institutions for organizing and securing capital for purposes of production (e.g., stock companies and banks; government control and financing of industry; financing oil production in Alberta).

Labor unions in Canada.

Labor-management relationships.

SUGGESTED ACTIVITIES: Topics for written and oral reports; problems for study: (1) for research by committees and individual students, (2) for open forums, for panel discussion, or for class programs, (3) for suitable language practice—essay topics.

1. What was the Industrial Revolution? In defining it, answer these questions: To what was the change from hand driven machinery? from the domestic system? from small-scale production?
2. What were the main advantages that enabled England to lead in modern manufacturing?
3. Draw a map of England, and show where the early textile manufacturing towns were located.
4. A report on the pioneer thinkers in science responsible for changes in (a) agriculture (b) industry.
5. When did the Industrial Revolution get under way in the United States, France, Germany, Italy and Russia?
6. Make a time chart with 1800 separating the two parts. Show what material advances had been made before 1800 and what since then.
7. A debate or argument between an employer and a labor reformer in 1850 over the labor conditions.
8. A report on the assembly-line production of an automobile or of any modern machine employed in Alberta.
9. Make a chart of the various metals required in modern industry, state what use is made of each, where each is found and how it is processed for use.
10. Describe for the class how enlarged production of commodities led to international rivalry and colonial competition.
11. The effects of modern industry on agriculture.
12. A report on the formation procedures to be followed in establishing a joint stock company.
13. A report on the scientific principles basic to changes in (a) transportation, (b) communication.
14. The science of chemistry has been responsible for many new products. Outline some of these, indicating their influence on Canadian industry.
15. An essay on Canadian legislation related to the improvement of labor conditions.
16. Compare the attitude portrayed in Shakespeare's "Merchant of Venice" towards the payment of interest for savings with that in modern society.
17. Why was labor held low in esteem in the 18th century? How has the general attitude toward labor changed in modern times?
18. Economists have said that population tends to outrun our sources of food. Discuss the soundness of this idea.
19. A discussion on the question: "Should capital be provided by private individuals and/or the state?"
20. Imagine taking an airplane trip over England at a time early in the eighteenth century. Compare what you would see then with what you would see on a similar trip today.
21. New servants of man in Science and Industry.
22. Compare the consumers' goods available in the present day Canadian home with those which would have been found in an average English home in the 18th century.
23. Explain the reasons for the growth of manufacturing industries in Alberta of recent years.

REFERENCES

Appropriate selections from:

Primary References

Story of Nations: Rogers, Adams, Brown, Leckie, Simonson and Robertson
(Alberta Edition)

Modern History: New and Trotter
(Pages 126-128, 196-205, 272-288, 436-446)

Secondary References

Story of Trade and Commerce: Heaton (1953 Edition)
(Pages 94-125)

Making of Today's World: Hughes
(Revised Edition) (Pages 489-524)

World History: Smith, Muzzey and Lloyd (Complete Edition, 1952)
(Chapter XXVIII, Pages 359-365)

This Our World: Binning, Howland and Shryock (1953 Edition)
(Unit X, Pages 327-345) (Unit XIII, Pages 476-491)

Applied Economics: Dodd

Man's Story: Wallbank
(Chapter 23)

UNIT THREE—THE RISE OF NATIONALISM; THE EXPANSION OF EUROPEAN EMPIRES

Point of View

The purpose of this unit is to develop an understanding of the nature of the modern nation-state and of problems related to nationalism. Frequently, during the Modern Period, European nations have clashed with each other concerning their areas and boundaries. Coalitions have fought against every attempt of any aggressive nation toward the consolidation of Europe.

National aspirations in the fields of colonization and trade have led to the building up of imperialistic control by European powers over territories in other continents and over the alien peoples of these lands.

Following the establishment of a nation, often under despotic rule, the people have sought, and frequently found, an acceptable balance between authority and liberty. This liberalism has been one of the outstanding movements of the last century and a half in Europe and the New World.

In this unit we trace the early development of such nation-states as England, France and Spain; later we study the complications which arose from the delayed unification of Italy and Germany. We find that the expansion of these states into empires was an outgrowth of their nationalism; that revolts against authority in some of these countries reflected the liberalism of reformers; and that rivalry among nations is a characteristic of the modern period of history, and a continuing cause of many present-day international problems.

SUGGESTED SPECIFIC OBJECTIVES

Understandings

The student should show that he has acquired the generalization that:

1. The nation-state replaced feudalism as a form of political organization.
2. The interests and welfare of the nation have successfully commanded the loyalties of its citizens.
3. The economic interests of many European nations led to imperial expansion and colonial rivalry.
4. The evolution of democracy in Britain stirred nations on the continent of Europe to free themselves from autocratic rule.
5. The achievement of unification gave nation-states an advantage in the field of imperial expansion.
6. The discovery of new areas provided opportunities for the expansion of European civilization.
7. Once the new colonies had been established, national sentiment developed in them, which resulted in a new type of association with the European mother-countries.
8. There has been a tendency, among many colonial peoples, to seek a lesser or a greater degree of independence.

Skills, Abilities, Habits

The student should show that he has acquired:

9. An ability to trace cause and effect relationships from a series of events.
10. The habit of applying previous knowledge to the solution of a new problem.

Attitudes

The student should show that he has acquired an attitude:

11. Of concern over the problems of imperialism and internationalism.
12. Of concern for the maintenance of a just balance between governmental authority and freedom of the individual citizen.

SUGGESTED TIME—Nine weeks.

I. THE FORMATION OF
NATION-STATES AT
THE BEGINNING OF
THE MODERN AGE

England.

France.

Spain.

Medieval Europe, with its loose organization, was dominated by such forces as the church, the feudal system and the Holy Roman Empire.

(Understanding 1)

One of the outstanding features of modern Europe has been its division into a number of clearly defined national states, each with its own government, institutions and laws.

(Understanding 1)

The individualism of the Renaissance, the growth of the merchant class, the decline of feudalism and the establishment of strong monarchies were all factors in the development of European nation-states.

(Understandings 1, 2)

Geographical factors hastened and confirmed the formation of nation-states.

(Understandings 1, 2)

Natural geographic boundaries tended to limit and define the areas of national effort (e.g., the Pyrenees, the Alps, the English Channel in the case of France).

(Understandings 1, 2)

In the early modern period the peoples of Western Europe made greater strides in developing nation-states than did the nations of Central and Eastern Europe.

(Understandings 1, 2)

Spain had been unified before 1500 and then gained an important position among her European neighbors.

(Understanding 1)

By 1500, England and France had developed strong national governments, while other countries had not achieved unity and independence.

(Understanding 1)

II. IMPERIAL EXPANSION
AND COLONIAL RIVALRY
(Economic Factors)

Spain.

Great Britain.

France.

The greatness of Spain in the 16th century was chiefly due to the riches from her American possessions.

(Understanding 3)

During the Tudor period (16th century) England became strong enough to resist Spanish aggression.

(Understanding 2)

Britain and France were rivals in colonization and trade in North America and India.

(Understanding 3)

By 1763 Britain had established her first colonial empire and had supplanted France in the field of colonization.

(Understandings 3, 6)

III. THE CONCEPTS OF NATIONALISM AND LIBERALISM

Great Britain

The Tudor Period

The Stuart Period

Union of England
and Scotland.

France

Absolute Monarchy

The French Revolution

The Napoleonic Period

The Revolution of 1848.

America

The American
Revolution

The Latin American
countries.

Britain lost an important part of her first empire when the United States of America was formed.

(Understanding 7)

Britain's later empire included colonies and dominions in all parts of the world. (Understandings 3, 6, 7)

Some of the European countries, notably Italy, Russia, Austria, and Prussia, had little to do with adventures overseas and so gained neither trade nor colonies.

(Understanding 5)

A nationality is a group of people closely bound together by ties of mutual interest such as a territory to which natural boundaries give such things as a geographic unity, a common language, a common culture, common economic interests, common traditions and ideals. Nationalism may be defined as the feeling of intense loyalty to the nationality.

(Understandings 1, 2)

Liberalism makes freedom of the citizen an ideal, refuses to tolerate evils which have come out of the past and makes it an important duty to correct such evils.

(Understandings 2, 4)

A major manifestation of liberalism in England was in the field of constitutional reform.

(Understandings 1, 4)

(Developed in detail in Unit Four)

The 17th century was a period of struggle, in England, between Crown and Parliament for supremacy.

(Understandings 1, 4)

(Developed in detail in Unit Four)

During the Stuart period parliamentary government was firmly established in England, colonization was followed by trade with new lands, and the Union of England and Scotland was formed.

(Understandings 1, 3)

Under Louis XIV (1661-1715) absolute monarchy reached its height in France, the leading power in Europe at this time.

(Understandings 1, 3)

The French Revolution, in 1789, swept away the throne, the aristocracy and all its pretensions, by a revolt that leveled the social order to the status of the ordinary citizen.

(Understanding 1)

Napoleon's importance lies not in his conquests but in the effects of his victories on the people of Europe.
(Understanding 2)

The Congress of Vienna perpetuated the old regime in Europe; by 1848 the movement toward liberalism had caused risings in France and in the countries of central and southern Europe, to demand for the people rights and reforms which had long been denied them.
(Understandings 1, 2)

The 19th century was a period of consolidation and extension of liberalism and nationalism by both gradual and revolutionary changes.
(Understanding 2)

The American Revolution was an expression of nationalism in the New World. (Understanding 6, 7)

The American Revolution established the federal republic as a form of state organization.
(Understanding 7)

The nationalism of the United States set the pattern for independence and constitutional reform in the countries of Latin America.
(Understandings 7, 8)

The confusion in Europe in the Napoleonic period provided opportunities for the achievement of independence by the countries of Latin America (e.g., Venezuela, 1811; Brazil, 1821; Argentina, 1828).
(Understandings 7, 8)

IV. IMPERIAL ASPIRATIONS IN THE LATE 19th CENTURY

Delayed Unification:
Prussia unifies Germany
Sardinia unifies Italy
Rivalries for trade and colonies.

Russia.

Germany and Italy were later than other European powers in becoming (in 1870) strong centralized states.
(Understanding 5)

The Hohenzollern rulers of Prussia overcame such obstacles as the lack of natural boundaries, the rivalry of Austria, the loose organization of the German federation, and religious difficulties; they strengthened Germany as a military power.
(Understanding 5)

Bismarck used diplomacy and force to build up the German Empire.
(Understanding 5)

The militaristic spirit of Prussia became dominant in Germany.
(Understanding 5)

Much of the success of the movement toward national unity in Italy was due to the efforts of patriots led by Cavour and Garibaldi.
(Understanding 5)

Germany and Italy sought colonies, overseas trade and military and naval power; their aggressive policies resulted in conflicts with other European powers.
(Understanding 5)

Economic imperialism frequently has brought nations to the verge of hostilities; nationalism has often led to war.
(Understanding 3)

Russia became the champion of the smaller Slav nationalities.
(Understanding 3)

Russia demanded outlets on the Baltic or the Pacific and to the south of the Russian Empire.
(Understandings 3, 5)

V. THE APPLICATION TO A MODERN SITUATION OF THE CONCEPTS LEARNED IN THIS UNIT

Political and economic reforms in:

Egypt
Japan

New forms of political organization in:

Burma
Ceylon
India
Pakistan

Imperial expansion:

The position of the Russian satellite countries.

New types of association with mother-countries:

Indonesia and the Netherlands
Philippine Islands and the United States.

Other instances of independence movements:

In Europe
In Africa
In Asia.

The interests and welfare of the nation have successfully commanded the loyalty of its citizens (many current examples).
(Understanding 2)

SUGGESTED ACTIVITIES: Topics for written and oral reports; problems for study: (1) for research by committees and individual students, (2) for open forums, for panel discussion, or for class programs, (3) for suitable language practice—essay topics.

1. Find definitions for (a) nationalism, (b) imperialism, (c) despotism. Find examples of each in the modern world and the world of 1600.
2. Make comparative maps of the world, showing the colonial possessions of the European nations in 1650, 1750, 1850, and 1950.
3. How did the destruction of the "Invincible Armada" affect (a) England? (b) Spain? (c) Holland?
4. Explain the part or parts played by science, invention, politics, business, religion, and human nature in the colonial expansion of either England or France.
5. Account for the fact that England secured a second colonial empire while Spain failed to do so.
6. Account for the loss of the first colonial empire of France.
7. How did the great trading companies contribute to imperialism in the seventeenth and eighteenth centuries?
8. Make a map showing the British Empire in 1900, and mark on each colony and dominion the date in which it was acquired by Britain.
9. Draw a map of modern Africa, and show the areas held as colonies of European countries, printing on each the date it was acquired.
10. Draw a map on which the comparative colonial empires of 18th century imperial nations are clearly marked.
11. Write a letter from a New World Colony to the homeland in which the writer casually comments upon the conditions of life in his new home. (Such things as civic rights, religion, etc. to be commented upon.)
12. Trace the causes of the American Revolution to the liberties achieved by the English since the Saxon period.
13. Make a report on some of the political philosophy of Voltaire and Rousseau.
14. What led to the American Declaration of Independence?
15. What were some of the abuses against which the French revolted in 1789? Debate the question "Was the French Revolution a Success?"
16. Use maps to demonstrate to the class some of the political boundaries of Europe (a) before Napoleon, (b) at the time of Napoleon, 1812, (c) after the Congress of Vienna.
17. Make a map of Latin America in 1900, and on each republic show the date when it was established as a sovereign state.
18. Make a list of the political liberators mentioned in this unit.
19. Find reasons to explain why France was unified before Italy and why England was unified before Germany.
20. What were the obstacles to unification in both Italy and Germany?
21. Compare the course of events in Germany with that in Italy during the nineteenth century.
22. Compare the work of Cavour with that of Garibaldi in promoting the unification of Italy.
23. Account for the factors that led to the Franco-Prussian War.
24. Enumerate the factors that prevented the Russian Empire from keeping pace with western Europe in modernization and progress up to 1900.
25. Compare the British and Russian empires in 1900 as to (a) areas and extent, (b) races and peoples, (c) political and social liberties.

26. Arrange a conversation in which the British position in 19th century India is dispassionately reviewed and explained to a small boy by his great-grandfather who had lived most of his life in India and had served there with the British military.
27. Make a time chart of the important events mentioned in this unit.
28. Indicate by means of a time line ten of the most significant events in the unit. Justify this selection before the class.
29. Arrange a conversation between an Englishman, a Frenchman, a Japanese, and an American to discuss the purposes of having colonies and their relationship to the mother country.
30. Enumerate the ties that hold the Commonwealth together, and account for the existence of each.
31. Arrange a radio script for a trial in which two imperial nations defend themselves against the charge that they have exploited the subject peoples of their colonies.
32. In a panel discussion compare Napoleon with any modern dictator — pointing out similarities and dissimilarities of their ambitions, political acumen, etc., etc.
33. Through direct reference to history, debate the cause of evolution as opposed to revolution as the more sensible method for man's political progress.

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(Pages 49-72, 82-87, 92-101, 136-195, 317-324)

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Story of Civilization: Becker and Duncalf

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One of the Atlases.

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India and Pakistan, T-846
The Middle East, T-1027
The Mohammedan World, T-1036
Royal Destiny (longer version), T-1008
Western Germany, T-1029

Filmstrips:

Australia: History, P-1158
Britain—1900 to 1950 (U.K.I.O.), P-1611
Britain—1953 (Life), P-1890
Colonies and Britain, P-875
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The Dark Continent Awakens (N.Y. Times), P-1982
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The History of New Zealand (Daily Mail), P-2056
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North Africa in Ferment (N.Y. Times), P-1980
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South Africa and Its Problems (Life), P-1670
South Africa: The Growth of the Union (Daily Mail), P-1575

UNIT FOUR—THE DEVELOPMENT OF PARLIAMENTARY GOVERNMENT IN BRITAIN AND IN CANADA; A COMPARISON WITH THE CONSTITUTION OF THE UNITED STATES

Point of View

The purpose of this study is to help the student become acquainted with the structure of government in Great Britain, Canada and in the United States. Its content is, therefore, drawn mainly from the constitutional history of these countries.

Tradition, geography and political thought have all had a part in the growth of modern constitutional forms. An appreciation of the influence of customs upon Canadian governmental procedures is dependent upon an understanding of the unwritten and flexible character of Britain's constitution and of its evolutionary development. A realization of the differences between the British and Canadian plans for government is achieved through a study of the problem of adapting the British plan to the new geographic and social setting in Canada. Through the nineteenth century and on into the twentieth, Canada served as the constitutional laboratory of the British Empire and Commonwealth.

The constitution of Canada's neighbor nation, the United States, was modelled upon British parliamentary institutions, modified to include republican and federal characteristics and to provide for a degree of separation of executive from legislative power. The Fathers of Confederation drew up their federal plan, profiting from both British and American experience in constitutional development.

SUGGESTED SPECIFIC OBJECTIVES

Understandings

The student should show that he has acquired the generalization that:

1. The institution of responsible government in Britain is the result of political evolution.
2. The evolution of the cabinet in Britain developed co-operation between legislative and executive functions.
3. The application of principles of representative government through the extension of the franchise gradually shifted political power throughout the classes of society.
4. Democratic government throughout the world derives from the British constitution.

Skills, Abilities, Habits

The student should show that he has acquired:

5. The ability to interpret the meaning and significance of various constitutional terms.
6. The ability to recognize the influence of environment in adapting and modifying a generally accepted principle of government.
7. Habits of forming true opinions (as opposed to prejudices) based upon careful examination and evaluation of the facts.

Attitudes

The student should show that he has acquired an attitude:

8. Of loyalty to the basic principles underlying democratic constitutions, for example, the rule of law and the worth of the individual citizen.
9. Of determination that a free and democratic constitution be maintained.
10. Of concern for the privileges and obligations of the citizen in a country which has parliamentary government.

SUGGESTED TIME—Seven weeks.

I. THE GROWTH OF PARLIAMENTARY INSTITUTIONS (REPRESENTATIVE GOVERNMENT) IN ENGLAND (TO 1700)

Origins of Parliamentary Institutions in the Thirteenth Century.

Parliament in the Time of the Tudor Rulers.

The Struggle for Authority between Parliament and the Stuart Sovereigns.

When Magna Carta was signed in 1215 the precedent was established that a king could be compelled to respect the liberties of his subjects. (Understanding 1)

The first Parliament, in 1265, included representative commoners as well as barons and chief churchmen. (Understanding 1)

Edward I's Model Parliament met in 1295; by 1340 the custom of having the two houses — the House of Lords and the House of Commons—meet separately had been established, providing permanently an example for bicameral legislatures.

(Understandings 1, 4)

Parliament survived in England because of its division into two houses, the one hereditary and aristocratic, and the other elected. (Understanding 1)

Parliament thrived in England because the Tudor rulers found it a useful institution. (Understanding 1)

Parliament, in the Stuart period, was powerful enough to challenge the king successfully and to establish a constitutional monarchy. (Understandings 1, 4)

II. THE RISE OF RESPONSIBLE (CABINET) GOVERNMENT IN GREAT BRITAIN; THE EXTENSION OF DEMOCRACY (TO 1900)

The origin of political parties in Great Britain.

The first Cabinets.

The first Prime Minister.

The principle of Cabinet responsibility.

Differences over broad principles of policy among members of Parliament and their adherents led to the appearance of two political parties in the seventeenth century. (Understandings 1, 2)

After experimenting with Cabinets which included ministers from both Whig and Tory groups, William III began the custom of selecting his ministers from the party in the majority in the House of Commons.

(Understandings 1, 2)

The functions of the Prime Ministership emerged in the time of George I and George II, when Sir Robert Walpole assumed the responsibilities of this office, if not actually its title. (Understandings 1, 2)

George III's attempt to revive royal authority failed; by the end of the eighteenth century the supremacy of Parliament over the executive (Cabinet) had definitely become an established constitutional principle.

(Understandings 1, 2)

III. A BRIEF OUTLINE OF CANADIAN CONSTITUTIONAL DEVELOPMENT

The government of New France (a) by fur companies, (b) by royal officials, (c) under British military rule, 1760-63.

The government of the colony of Quebec in the first years of the British period.

Proclamation of George III.

The Quebec Act, 1774.

The introduction of representative government in the British North American colonies.

The Constitutional Act, 1791.

The movement toward responsible government—

The Rebellion of 1837 and the Durham Report.

The Act of Union, 1841.

The principle of responsible government established (1) in Nova Scotia, 1848; (2) in the Province of Canada, 1849.

The adoption and extension of the federal plan:

Conferences

The British North America Act, 1867.

The inclusion of provinces additional to the original four.

The Cabinet, originally a committee to carry out policies decided upon by Parliament, now takes a dominant part in initiating legislation.

(Understanding 2)

The extension of the franchise in the nineteenth century broadened public participation in government.

(Understanding 3)

The principle of representative government was unknown in New France.

(Understandings 3, 4)

Though the Royal Proclamation of 1763 had implied that there would be representative government for Canada, the Quebec Act left the French pattern of life largely unchanged.

(Understanding 4)

The demand for British institutions was made strongly by the United Empire Loyalists.

(Understanding 4)

The Constitutional Act was a compromise, secured by geographical division.

(Understanding 4)

The Constitutional Act established representative government, without providing for the responsibility of the Executive Council to the Legislative Assembly.

(Understanding 4)

Though the great majority of the people in Upper and Lower Canada insisted that reform must come by lawful methods, nevertheless opposition to the provincial oligarchies, religious, social and economic factors led to the Rebellion of 1837.

(Understanding 4)

Lord Durham's Report made certain recommendations for Canada, some of which were adopted in the Act of Union, 1841, with full responsible government realized in 1849.

(Understanding 4)

Nova Scotia had achieved responsible government in 1848.

(Understanding 4)

The British Colonies in North America sought a solution of their own political, social and economic problems through Confederation (1867).

(Understanding 4)

The extension of Confederation produced a continent-wide nation.

(Understanding 4)

IV. THE NATURE OF THE CONSTITUTION OF THE UNITED STATES

Some points of similarity between the British constitution and that of the United States.

Some points of similarity between the Canadian constitution and that of the United States.

Some points of difference between the constitution of the United States and
(a) that of Great Britain,
(b) that of Canada.

The Constitutional Convention of 1787, following the American Revolution, developed a written constitution for the federation of the United States.

(Understanding 4)

The Constitution of the United States and its amendments maintain civil liberties which are basic to the British and Canadian way of life. (Understanding 4)

Governments are elected by popular majority in all three countries, Britain, the United States and Canada.

(Understanding 4)

All three countries have bicameral legislatures, with the lower house elected on the basis of representation proportional to population.

(Understanding 4)

The Canadian federal structure has similarities to that of the United States, while the governmental structure of Britain is unitary.

(Understanding 4)

The Constitution of the United States is written; that of Britain, unwritten; and that of Canada, partly written and partly unwritten.

(Understanding 4)

The Cabinets in Britain and Canada are responsible to the lower houses, in the United States to the President.

(Understanding 4)

The upper house in Britain is hereditary, that of Canada appointed, that of United States elected.

(Understanding 4)

V. THE APPLICATION TO A MODERN SITUATION OF THE CONCEPTS LEARNED IN THIS UNIT.

A typical constitution, recently established, e.g., in India, or in Japan.

Recent changes in the Canadian Constitution:

The Supreme Court Act.

The British North America Act (No. 2), 1949.

Further changes under consideration.

The office of the Governor-General.

SUGGESTED ACTIVITIES: Topics for written and oral reports; problems for study: (1) for research by committees and individual students, (2) for open forums, for panel discussion, or for class programs, (3) for suitable language practice—essay topics.

(Choices may be made from the following)

1. The English people secure a Charter and a Parliament.
2. The Petition of Right, 1628.
3. The Bill of Rights, 1689.
4. Trace the growth of the authority of parliament from the time of Simon de Montfort to the establishment of Cabinet Government.
5. The origin of political parties in England.
6. Relate the stories of the origins of such features of the British Parliament as (or give the functions of):
 The Gentleman Usher of the Black Rod
 The Speaker of the House.
(Reference: *Canadian Democracy in Action*).
7. Make a chart showing the classes and proportion of the British people represented in parliament in the years 1650, 1750, 1850, 1950. (Page 307, *Modern History*, New and Trotter.)
8. Discuss the truth of the statement that government through evolution has greater promise of stability than government through revolution (England and France).
9. Make a chart or graph to show the parts played by the great charters or bills of the British people in the political and civil rights enjoyed by them today.
10. Dramatize (a) a debate in the House of Commons concerning the divine right theory of James I, (b) a debate in the House of Commons, on the proposal that William, Prince of Orange, and his wife Mary be invited to become Sovereigns of England.
11. The Union of England and Scotland, 1707.
12. The importance of Sir Robert Walpole in constitutional history.
13. Define the terms monarchy, sovereignty, Parliament, House of Lords, House of Commons, Cabinet, representative government, responsible government.
14. Discuss the statement that parliamentary government may encounter difficulties when there are more than two main political parties.
15. Write an imaginary conversation between a United Empire Loyalist and his cousin who remained in New England but who is visiting in New Brunswick, concerning affairs there in 1790.
16. Write an imagined conversation between Lord Durham and a member of the Family Compact concerning the problems existing in Upper and Lower Canada.
17. Imagine that you are Lord Durham. Write a letter to the Colonial Secretary in England stating your view on the problems of Canada.
18. Dramatize the debate in the British House of Commons on the Durham Report.
19. A report on the causes which led to Confederation.
20. Make a time-line chart showing the acquisition of land in North America by Britain, and the granting of self-government to these areas.
21. Make a committee report or arrange a panel discussion in which the effects of the American Revolution, the French Revolution, the Great Reform Bill of 1832, the American Constitution, the achievement of responsible government, and the American Civil War are considered in connection with the confederation of the British colonies in North America. Each event would be dealt with very briefly and only significant results pointed out.

22. Topic for debate: Resolved that the Canadian Senate should be abolished. (For the purpose of estimating the value of the Canadian upper house.)
23. On a map of Canada, show the colonies and territories which later became provinces, with the year of the event clearly marked on each.
24. A class discussion or debate on the question: "Is the granting of autonomy by Britain to the peoples of the Commonwealth strengthening or weakening the Commonwealth?"
25. Trace the origin of some of the features of the government of the United States to the liberties and rights won by the people of England through the centuries.
26. Compare and contrast the political systems of Great Britain and the United States.
27. Discuss the statement that Great Britain's constitution has been built up by a process of trial and error while that of the United States represents political theory.
28. Arrange a discussion comparing the positions, powers and tenure of office of Canadian Cabinet ministers with those of members of the United States President's Cabinet.
29. Arrange an imagined discussion between two citizens, one of the United States and one of Canada, concerning the division of powers in their respective countries between the federal authorities on the one hand and the provincial or state authorities on the other.
30. Arrange a debate between members of the class, representing the viewpoints of supporters of the British and United States constitutions with respect to the flexibility of each plan for government. Have a final commentary given by a member representing a Canadian viewpoint.
31. Prepare a comparative chart showing the governmental institutions of Great Britain, Canada and the United States, and indicating points of similarity and difference.

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Appropriate selections from:

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British People: Arthur Anstey

Your Life in a Democracy: Brown

UNIT FIVE—SOCIAL ENLIGHTENMENT AND REFORM

Point of View

The purpose of this unit is to help the student to realize that a revolution in man's ways of working and living may be accomplished peacefully. All the reforms of the French National Assembly and the laws of Napoleon, which resulted from an attack upon the old order by force of arms, did not change society so much as did the work of patient inventors who discovered that machines could be made to perform countless laborious tasks formerly done by hand.

By the end of the eighteenth century, changing patterns of economic and social life required a new basis for the social welfare of all classes, but the discussion of modern social problems dates back to the Renaissance. Famous and influential writers, who were preachers of new ideals in society and government, affected the thought and life of the people through the inspiration which their ideas gave to later reformers.

The building of factories and the consequent movement of people to the towns led to many social abuses which eventually required government regulation and changed previous conceptions of the functions of the state. But the new manufacturing methods also meant that more things could now be made for more people. Newspapers and books were made available at low cost, while communication and travel facilities were greatly improved. Those employed in industry began to develop ideas of their own. Through its numbers and organization, the working class could make its demands felt. Through education, through the spreading of enlightened ideals, and through the action of interested and influential persons and groups, the nineteenth century became an era of social reform.

SUGGESTED SPECIFIC OBJECTIVES

Understandings

1. The modern concept that the functions of government include most of the provisions of welfare legislation is the outgrowth of a long period of social concern.
2. The growth of democratic ideas in the eighteenth century led to a concern for the social welfare of all classes.
3. The success of a democracy depends upon the degree of enlightenment among its citizens.
4. In the nineteenth century there was a marked extension of literacy among the people of the more progressive European and American countries.
5. Legislative action to remove social injustices reflected the needs and the spirit of the nineteenth century.

Skills, Abilities, Habits

The student should show that he has acquired:

6. Skill in selecting materials to obtain information which is relevant to the theme of the unit.
7. Good habits in listing and tabulating main points under each sectional heading for the unit.
8. The ability to identify materials relevant to a generalization taken from the Understandings on this page.
9. The ability to formulate one or more generalizations in addition to those given as Understandings.

Attitudes

The student should show that he has acquired an attitude:

10. Of sympathetic concern for the welfare of the less fortunate groups in our society.
11. Of conviction that the functioning of a successful democracy is dependent upon the enlightenment of its people.
12. Of critical evaluation toward the welfare activities of the modern state.

SUGGESTED TIME—Five weeks.

I. SOCIAL PROBLEMS IN
ENGLAND PRIOR TO
THE INDUSTRIAL
REVOLUTION:
REMEDIES ATTEMPTED

The contributions to social welfare of the guild and the monastery.

The first modern attempts of the state to deal with social problems.

In England in the Middle Ages, craft and merchant guilds ensured their members fair shares in employment and trade, benefits in times of illness, security in old age, educational and other benefits to dependents. (Understanding 1)

In medieval towns the social problems presented by ignorance, poverty, sickness, need and misfortune were mainly the concern of the guilds. (Understanding 1)

During the Middle Ages, the monasteries concerned themselves with the welfare of travellers, and tried to cope with the social problems arising from ignorance, poverty, sickness and misfortune in rural areas. (Understanding 1)

By the beginning of the modern age the decline of the guilds left England with no organization to deal with the social problems of the towns. (Understanding 1)

The dissolution of the monasteries destroyed the local administrators of social welfare in the country districts. (Understanding 1)

The Elizabethan state, faced by the breakdown of former agencies and by an aggravation of the problems, was forced to assume responsibility for the control of wages, prices, apprenticeship and for Poor Laws. (Understanding 1)

By 1601, when the Poor Law of Elizabeth I was passed, the provision of poor-relief was ceasing to be an act of Christian charity, and was becoming a matter for state regulation. (Understanding 1)

II. SOCIAL CONDITIONS
RESULTING FROM THE
INDUSTRIAL
REVOLUTION

Overcrowding in cities.

Employment of women and children.

Increased wealth.

Greater class-distinction.

The urban expansion resulting from the Industrial Revolution was largely unplanned; the majority of the new industrial leaders took little interest in the living conditions of their workers. (Understanding 5)

Industrial expansion resulted in slums, poverty, insecurity of workers. (Understanding 5)

In the new population centers which grew up close to factories, mills and mines, problems arose including those of inadequate housing, unhealthful conditions under which workers had to live, overcrowding in slum areas, water supply, sewage disposal, and contagious diseases. (Understanding 5)

III. ENLIGHTENMENT AND SOCIAL IMPROVEMENT

Forerunners in social thinking (e.g., the leaders in the Renaissance movement; Hobbes and Locke; Diderot, Rousseau and Voltaire).

John Wesley and the Methodists.

William Wilberforce and the anti-slavery movement.

John Howard, Elizabeth Fry and prison reform.

Florence Nightingale and care of the sick; the Red Cross Society.

The use of machinery led to the employment of women and children in factories and mines for long hours and at low wages; this tended to increase unemployment among men workers. (Understanding 5)

Industrialization made human labor more productive with the result that many people enjoyed increased comforts and cultural advantages. (Understanding 3)

Two distinct social classes may be said to have emerged from the Industrial Revolution, namely the capitalists and the laborers, the employers and the employed, the factory owners and the factory workers. (Understanding 5)

The industrial workers were entirely dependent upon the men who owned the factories and mines. (Understanding 5)

The Renaissance broadened men's horizons to encompass new concepts in social relationships. (Understanding 1)

From the concern for the individual expressed by the Renaissance leaders may be traced many modern ideals of social service. (Understanding 1)

Many philosophers of the Renaissance and later periods proposed ideal societies in which social abuses current in their times would be remedied or would be non-existent. (Understandings 1, 3)

The ideas of outstanding thinkers frequently have influenced the course of social and political reform. (Understanding 3)

The abuses deriving from the Industrial Revolution led to direct action for social betterment by many reformers. (Understanding 2)

Some industrialists concerned themselves voluntarily with improving social and economic conditions for their employees (Robert Owen). (Understandings 2, 3)

The efforts of Florence Nightingale in humane and scientific care of the sick led to the establishment of professional nursing. (Understanding 2)

The Red Cross Society, organized at Geneva in 1864, has rendered important aid in all parts of the world in times of disaster. (Understanding 2)

IV. THE ASSUMPTION OF
RESPONSIBILITY FOR
SOCIAL REFORM BY
THE STATE

Factory Acts.

Health Measures.

The Reform of Criminal
Law.

Education.

State Welfare Services.

The abuses that grew up in factories and mines forced the abandonment of the laissez-faire theory of the government's relation to industry, and as time went on a steadily increasing regulation and control of industry by the government was undertaken in most civilized countries. (Understandings 1, 5)

The passing and enforcing of factory legislation by Parliament marked a change in the function of the state from that of mere protection to that of promotion of social welfare. (Understandings 1, 5)

During the latter part of the nineteenth century great advances in the comfort and healthfulness of homes were made, including improved lighting, central heating, and improved plumbing. (Understandings 2, 3)

In Britain the Artisans' Dwellings Act of 1875 gave the local authorities the right to purchase and destroy slum sections with the object of replacing them with more adequate housing. (Understandings 2, 3)

The British Public Health Act of 1875 laid down regulations for sewage disposal, water supply and the control of infectious diseases and made it compulsory for every district to appoint a medical health officer. (Understandings 2, 3)

In the nineteenth and twentieth centuries state legislation which followed the scientific findings of such men as Jenner, Reed and Pasteur greatly reduced the dangers of pestilence, disease and unhealthful living conditions. (Understandings 2, 3)

Prior to the nineteenth century, criminals were punished mainly for retribution and the protection of society without regard to the cause of the crime. (Understanding 2)

The increased sympathy for individual welfare during the nineteenth century led to a review of the criminal code, to prison reform, and to a more humane treatment of prison inmates. (Understanding 2)

Although the invention of printing, the growth of commerce and industry, and the influence of religion increased the demand for education, it was late in the nineteenth century before there were enough state schools in any country to reach most of the children. (Understanding 4)

After the extension of the ballot to the working classes, the British Government set up for the first time a national system of education in 1870.

(Understanding 4)

Although Napoleon planned to set up a public education system, it was not until 1880 that France secured a national system of education. (Understanding 4)

Under Bismarck, Germany's educational system became a model for the world. (Understanding 4)

Prior to 1700 the Puritan colonies of New England had established elementary schools supported by taxation. (Understanding 4)

By 1850 each of the British North American colonies had made progress in the establishment and extension of a public school system, and the foundations of university education had been laid. (Understanding 4)

With the democratic movement came the demand that the state provide greater opportunities for higher education. (Understanding 4)

The social legislation of the nineteenth century showed that the governments of the more civilized nations were accepting more and more responsibility for the welfare of their citizens. (Understanding 1)

V. MODERN APPLICATIONS OF THE CONCEPTS LEARNED IN THIS UNIT

Agencies in the modern community that are in the tradition of the monasteries and the guilds.

Other private or semi-public humanitarian agencies.

Areas of state effort in welfare.

Social security measures in Canada.

International welfare agencies.

Example:

All civilized governments now consider it one of their first duties to promote the health of their people.

(Understandings 1, 2, 5)

SUGGESTED ACTIVITIES AND PROBLEMS FOR STUDY

(Choices may be made from the following)

Activities:

1. The World of 1750 and the World of Today

In a table suggest contrasts in the features of living and working between 1750 and today.

PHASE OF LIFE	1750	TODAY
Travel		
Education		
Means of Livelihood or Occupations		
Factory Conditions		
Housing Conditions		
Care of the Sick		

2. In a table summarize important facts about men and women who were forerunners in social thinking.

PERSONS	DATES	SPECIAL FACTS, IDEAS OR INFLUENCES
Erasmus		
Thomas More		
Hobbes		
Locke		
John Wesley		
William Wilberforce		
John Howard		
Elizabeth Fry		
Florence Nightingale		

3. The reading of a poem or selection from literature pertaining to industrial conditions in England (e.g., E. B. Browning's "The Cry of the Children", Dickens' "Oliver Twist" or "David Copperfield", or "Milestones", by Bennett and Knoblock).
4. In a table compare social conditions in an English industrial city (1) at the end of the 18th century and (2) at the end of the 19th century under:
 - (a) The part played by employers in control of wages and working conditions.
 - (b) The remuneration received by workers.
 - (c) The industrial and social security measures which were in effect.
 - (d) The degree of specialization of occupation which had been developed in factories.
 - (e) Conditions that needed correction.
5. Prepare a bulletin-board display of published articles or newspaper or magazine clippings on modern social welfare.

Topics for Written and Oral Reports

1. The activities of a medieval guild in helping its members.
2. The charitable and educational services of the medieval monastery.
3. The life and ideas of Erasmus.
4. The life and ideas of Sir Thomas More.
5. The ideas of a philosopher on social reform (one of: Hobbes, Locke, Rousseau, Diderot, Voltaire).
6. Welfare problems in the time of Queen Elizabeth I.
7. A comparison of social conditions under the Domestic and Factory systems of production of goods.
8. John Wesley and the Methodists.
9. William Wilberforce; the results of his efforts.
10. The anti-slavery movement after the time of Wilberforce.
11. The movement for reform of prison conditions.
12. Florence Nightingale.
13. The Red Cross Society.

Problems for Study

- (1) For research by committees and by individual students:
 1. Compare the social welfare activities of the craft guilds with those of the trade unions of today.
 2. Compare the social services rendered by the monasteries in medieval times with some of the social services rendered today by voluntary organizations.
 3. Compare methods of dealing with criminal offences during the eighteenth century with those followed today.
 4. Compare the activities of a day in the life of a family living in an English factory town one hundred years ago with those of a modern Canadian family.
 5. Explain why the movement for free public schools grew with the development of democracy.
- (2) For Open Forum Discussion:
 1. That the Industrial Revolution did little or nothing to improve the lot of the English working class.
 2. That during the 19th century our civilization reached the highest point yet achieved in the humane and sympathetic treatment of individuals.

3. That severity is justified in the treatment of all types of crime.
 4. That public education has achieved all that was expected of it.
 5. That it is possible to have too much social legislation.
- (3) For suitable language practice—essay topics:
1. Living conditions in an English factory town in 1790; in 1850.
 2. The life of a schoolboy in the eighteenth century.
 3. Measures which were taken during the nineteenth century to extend the benefits of public education (in England).
 4. The Factory Acts of the nineteenth century.
 5. Robert Owen's attempt to establish a model community at Lanark.
 6. How nations have attempted to conquer the liquor traffic.

REFERENCES

Primary References

Story of Nations: Rogers, Adams, Brown, Leckie, Simonson and Robertson
(Alberta Edition)

Modern History: New and Trotter
(Pages 205-211, 219-232, 293-294)

Secondary References

Story of Trade and Commerce: Heaton (1953 Edition)

Making of Today's World: Hughes
(Pages 226, 265-266, 307, 308, 401-403 408-411, 443, 569-572, 586-598,
601-606, 773)

World History: Smith, Muzzey and Lloyd (Complete Edition, 1952)
(Pages 359-362, 363-365, 365-366, 396-398)

This Our World: Binning, Howland and Shryock (1953 Edition)

Man's Story: Wallbank

Social Living: Landis and Landis

Living in the Social World: Quinn and Repke

Across the Ages: Capen

Man's Social Story: Carter

Story of Civilization: Becker and Duncalf

Story of Civilization, The: Seary and Paterson

Films (Obtainable from the Audio-Visual Aids Branch, Department of Education)

Eli Whitney, T-831

How Man Made Day, Tk-584

History of the Helicopter, T-923

Industrial Revolution, T-75

Jet Propulsion, T-942

Man Who Changed The World (Hargreaves), T-254

Meaning of the Industrial Revolution, T-789

Romance of the Reaper, T-381
Story of Dr. Jenner, T-246
Story of Paper Making, T-749
They Live Again (Banting), T-245

Filmstrips:

Atoms for Peace (N.Y. Journal-American), P-2090
Florence Nightingale, P-1569
Galileo, P-1572
Evolution of the English Home, P-779 to 782
A History of Medicine, P-1753
A History of the Written Word, P-1624
Life in the Middle Ages (Life), Pk-1940
Man Achieves New Freedoms, Pk-1627
The Middle Ages, (Life), Pk-1940
Mechanical and Industrial Progress in U.S.A., P-417
New Conquests of Nature, P-2099
Pepy's London (U.K.I.O.), P-357
Penicillin, P-1769
Political and Social Reform (U.S.A.), P-447
Robert Owen, P-832 and P-833
The Story of Books, P-1348
The Story of Writing, P-1347
Tudor England (U.K.I.O.), P-1912

UNIT SIX—THE BACKGROUND OF CANADIAN CULTURAL AND RELIGIOUS DEVELOPMENT

Point of View

The purpose of this unit is to trace the development of modern ways of life and thought. Leaders in cultural and religious thought discarded many old traditions in favor of a progressive outlook, a critical approach to learning, an intense interest in the study of human nature, and a new appreciation of the worth of the individual. This change received its impetus from the intellectual awakening of the Renaissance, the leaders of which are better known and honored today than are princes and warriors of their times. The Renaissance and the Reformation affected deeply the lives and beliefs of those who brought European civilization to the New World; and so the new movements in literature, art, science and education, and the accompanying changes in religious thought, are part of the story of Canada.

SUGGESTED SPECIFIC OBJECTIVES

Understandings

The student should show that he has acquired the generalization that:

1. Canadian church institutions were organized and developed mainly from European origins.
2. The new enlightenment led to a questioning of authority in spiritual and cultural life.
3. Canada's culture is a blending of numerous European influences adapted to Canadian conditions.

Skills, Abilities, Habits

The student should show that he has acquired:

4. Skill in locating essential information concerning the main sub-topic of this theme and in assembling this in a systematic way for presentation to the class.
5. Facility in expressing his ideas concerning the background of Canadian cultural development.
6. An ability to isolate and identify main ideas in connection with Canadian religious development and to express himself effectively in discussing these.
7. An ability to establish casual relationships in following through his study of a section of this unit.

Attitudes

The student should show that he has acquired an attitude:

8. Of tolerance toward people whose religious beliefs are dissimilar to his own.
9. Of interest in the preservation of the worthy cultural achievements of the times studied in connection with this unit.
10. Of appreciation of spiritual values.

SUGGESTED TIME—Six weeks.

I. A DEFINITION OF
CULTURE: EXAMPLES

The distinctive attainments, beliefs and traditions which constitute the background of a racial, religious or social group make up its culture.

(Understandings 1, 3)

II. THE SPIRIT OF THE
RENAISSANCE

The Revival of Learning.

Renaissance Literature.

The glory of the Renaissance in painting, sculpture and architecture.

Music in the New Day.

The Renaissance was characterized by a rebirth of interest in old Greek and Latin writings; it increased man's power of self-expression and his interest in humanity.

(Understanding 2)

Renaissance literature, written in the language of the people, concerned man's nature and interests.

(Understanding 2)

Renaissance painters reached great heights by expanding medieval traditions in subject matter, and by developing more life-like representation with new skills and techniques.

(Understanding 2)

The works of the ancients inspired the sculptors of the Renaissance in their artistic expression of human forms and emotions.

(Understanding 2)

Inspired by Greek and Roman ideals, the architects of the Renaissance designed magnificent buildings, abandoning the Gothic style in favor of the proud and simple dignity of classical forms of architecture.

(Understanding 2)

The composition of madrigals, the publication of hymnals and the writing of instrumental music were manifestations of individualism in the field of music and in the lives of the people.

(Understanding 2)

The many-sided Renaissance, with its encouragement of independent thinking and its broadening of human interests, spread over into the field of religion.

(Understanding 2)

III. THE REFORMATION

Religious thought in pre-Reformation Europe.

The rise of Protestantism.

The Catholic Reformation.

The Reformation in England and Scotland

Post-Reformation developments in religious thought.

St. Francis of Assisi (1181-1226), Wycliffe (1320-1384), Savonarola (1452-1498) and John Huss (1369-1415) were forerunners of the Reformation.

(Understanding 2)

The Protestant Reformation was a religious movement in Europe which began early in the sixteenth century and resulted in the formation of various Protestant churches.

(Understandings 1, 3)

Martin Luther's teaching centered around the view that the road to salvation is through faith—faith in Christian teachings which each person can find for himself in the Bible. (Understandings 1, 3)

John Calvin held that sinful man can be saved by God's grace alone, that his grace is conferred on those whom God has chosen, that it is the duty of all men to live in accordance with the rules laid down in the Bible and that the State should look to the Church for guidance. (Understandings 1, 3)

The Protestant Reformation was more successful in Northern Europe than in Southern Europe. (Understandings 1, 3)

The Catholic Reformation began even earlier than the Protestant Reformation. (Understanding 1)

The Catholic Reformation was a reform movement starting and continuing within the Roman Catholic Church. (Understandings 1, 3)

The Counter-Reformation was part of the Catholic Reformation. In the early years of the Protestant Reformation the Catholic Church tried to offset the influence of Protestantism and to regain as many persons and as much influence as possible. (Understandings 1, 3)

While the whole Christian program was included in the aims of the Jesuit Order (founded by Ignatius Loyola in 1540), its achievements were particularly notable in education, social service and foreign missions. (Understandings 1, 3)

The Roman Catholic Church divested itself of abuses and retained its influence more completely in Southern Europe than in Northern Europe. (Understandings 1, 3)

The Act of Supremacy in 1534 affirmed the authority of the sovereign as head of the church in England; the Reformation Settlement (the Church of England firmly established and supported by the government) was made early in the reign of Elizabeth I. (Understandings 1, 3)

Puritanism and Nonconformity arose in the Stuart period as movements for greater zeal and freedom in doctrine and religious practice. (Understandings 1, 3)

The Church of Scotland, founded by John Knox, was Presbyterian in its organization and Calvinistic in doctrine. (Understandings 1, 3)

IV. FEATURES OF CULTURAL
AND RELIGIOUS LIFE IN
BRITAIN AND OTHER
EUROPEAN COUNTRIES

Art and Architecture

Literature

Music

Religious thought

Education

The Wesleyan movement led (after John Wesley's ministry which ended in 1791) to the establishment of a Protestant denomination which became one of the most energetic in England, the United States and Canada—the Wesleyans and Methodists.

(Understanding 3)

In spite of individual and national variations, the basic principles of art have provided a unifying force.

(Understanding 3)

Though artists and architects from many parts of Europe studied under Italian masters, they added ideas of their own, so that their work has reflected national and climatic needs.

(Understanding 3)

Northern artists entered new fields of expression in painting portraits, landscapes, and domestic subjects.

(Understanding 3)

Northern sculptors decorated buildings using delicate patterns in wood, plaster, or stone.

(Understanding 3)

Architects applied their art to new forms of religious, domestic, industrial, and civic architecture.

(Understanding 3)

Modern literature has contributed to civilization as an instrument of social and political reform and an expression of art.

(Understandings 1, 3)

The invention of printing and the circulation of printed literature encouraged authors and extended their influence.

(Understandings 1, 2, 3)

Many musical forms have been developed and many musical instruments employed by modern composers and musicians to record and present thought and emotion.

(Understandings 1, 3)

Independent religious thinking has increased the number of church groups and denominations.

(Understandings 1, 2)

The influence of the Renaissance favored the idea of a "liberal education", placing more emphasis on the development of the whole human personality than on the study of theology and philosophy.

(Understandings 2, 3)

Until the end of the nineteenth century, the study of Greek and Latin was strongly represented in school curricula.

(Understanding 3)

V. FEATURES OF CANADIAN
RELIGIOUS AND CULTURAL LIFE

Early missions and missionaries.

From the times of earliest French settlement in eastern Canada, missionary priests and nuns have labored for the expansion of Christian civilization.

(Understandings 1, 3)

Varied religious groups in Canada.

Art

The history of the Church of England in Canada dates from the founding of Halifax, where St. Paul's, the first church erected in English-speaking Canada, was built.

(Understandings 1, 3)

Literature

Music

Education

Presbyterian, Methodist, Congregational, and Baptist churches were begun in Nova Scotia's pioneer settlements just before and after the American Revolution by missionary preachers, some of whom came from the British Isles, some from the Thirteen Colonies.

(Understandings 1, 3)

In the province of Quebec, though it has been under British rule for almost two centuries, we find the French language and the Catholic faith almost everywhere.

(Understandings 1, 3)

Bishop John Strachan laid the foundations of the Church of England in Upper Canada, and founded early schools and the first universities at Toronto.

(Understandings 1, 3)

Rev. Egerton Ryerson, a Methodist minister, was Superintendent of Education for thirty-two years in Upper Canada, establishing the Ontario school system which served as a model for the first school organizations in other provinces of Canada.

(Understandings 1, 3)

The missionary efforts of James Evans, the McDougalls, and Father Lacombe were typical of those of many devoted clergymen who built up the influence of their respective churches in the Prairie Provinces.

(Understandings 1, 3)

Until nearly the end of the nineteenth century, Canadians were busy in nation and home building and had little time to develop distinctive Canadian art, literature, and music.

(Understanding 3)

VI. THE APPLICATION TO A
MODERN SITUATION OF
THE CONCEPTS LEARNED
IN THIS UNIT

The Massey Report.

1. Since 1900 there have been manifestations of a developing Canadian culture.
2. Many ethnic groups have brought with them their cultures which have enriched Canadian life.
3. The Salvation Army, founded in 1878 by William Booth, combines both religious interest and social service. (Understanding 1)
4. The Protestants have been divided, principally between liberals (modernists) and fundamentalists. (Understanding 2)
5. In 1924 the Methodists, Presbyterians and Congregationalists formed the United Church of Canada. (Understandings 1, 3)

SUGGESTED ACTIVITIES AND PROBLEMS FOR STUDY

(Choices may be made from the following)

Activities

1. Cultural Influences in England in 1590 and in 1890.

In a table suggest contrasts in these influences in the development and outlook of a citizen.

PHASE OF CULTURE	1590	1890
Education		
Art		
Literature		
Music		
Religious Thought		

(The above chart may be adapted to a study of cultural influences in each of the 16th, 17th, 18th and 19th centuries.)

2. A selection may be made, from among the following names of contributors to Canadian cultural and religious development, for notes or reports. The selection may be limited to the names of contributors about whom information can be found in the reference books which are available in the school or classroom.

William Black; Marguerite Bourgeoys; William Wilfred Campbell; Bliss Carman; Ralph Connor; Octave Cremazie; William Henry Drummond; Louis Frechette; Francois-Xavier Garneau; T. C. Haliburton; Rev. Charles Inglis; Pauline Johnson; Paul Kane; William Kirby; Cornelius Kreighoff; Archibald Lampman; Francois de Laval; Stephen Leacock; Rev. Alexander Macdonell; Rev. Thomas McCulloch; Gilbert Parker; Marjorie Lowrey Pickthall; Charles G. D. Roberts; Egerton Ryerson; Duncan Campbell Scott; Robert W. Service; Ernest Thompson Seton; Bishop John Strachan; The Group of Seven (Painters).

3. In a table summarize important facts about men and women who were leaders in religious thought and cultural development.

PERSONS	DATES	SPECIAL FACTS, IDEAS AND INFLUENCES
Wycliffe		
John Huss		
Luther		
Calvin		
Zwingli		
St. Ignatius Loyola		
Gutenberg		
Caxton		
Tyndale		
Michelangelo		
Leonardo da Vinci		
Raphael		
Copernicus		
Galileo		

4. Contrast:

	ITALIAN ART IN THE RENAISSANCE PERIOD	WITH CANADIAN ART IN THE MODERN PERIOD
Type of Art		
Encouragement		
Influence on the Public		

5. Summarize important facts about authors and cultural leaders:

PERSONS	DATES	SPECIAL FACTS, IDEAS OR INFLUENCES
Shakespeare		
Spenser		
Francis Bacon		
Milton		
Bunyan		
Christopher Wren		
Bach		
Haydn		
Handel		
Mozart		

Topics for Written and Oral Reports

1. The invention of printing and the spread of literacy as a result.
2. Famous translations of the Bible.
3. The influence of geography on architecture.
4. The evolution of the pianoforte (or other musical instrument).
5. The work of the Jesuit missionary explorers who went out from French Canada.
6. The Jesuit missions to the Indians.
7. Folk arts and handicrafts in Canada.
8. Canada's contribution to the literature of humor (e.g., Haliburton, Leacock).
9. The contribution of Bishop Strachan or of Egerton Ryerson to Canadian Education.

Problems for Study

- (1) For research by committees and individual students:
 1. The stories of settlements in the New World which were established by groups of people who came from Europe in search of religious freedom (e.g., the Puritans in New England; the Roman Catholic in Maryland; the Quakers in Pennsylvania).
 2. The activities of a musical or dramatic organization in the community.
 3. A brief history of our local church or parish.
- (2) For Open Forum discussion:
 1. That great cultural or religious leaders arise most often in times of strife and trouble.
 2. That man has made the earth more (or less) beautiful.
 3. That, if the motion picture and the radio had not been invented, people would read more.
 4. That many important reform movements are being carried on at the present time.
- (3) For suitable language practice—essay topics:
 1. The work of a novelist or poet whose writing has influenced a reform movement.
 2. Examples of the contributions of European nations to the cultural life of our community.
 3. The life of a painter whose work I like.
 4. The life of a poet whose work I like.
 5. The life of a novelist whose work I like.
 6. The life of a composer whose work I like.
 7. The work of early missionaries in the Canadian West.
 8. The story of the Salvation Army.

REFERENCES

Appropriate readings from:

Primary References

Story of Nations: Rogers, Adams, Brown, Leckie, Simonson and Robertson
Modern History: New and Trotter

Secondary References

Making of Today's World: Hughes
Story of Civilization, The: Seary and Paterson
(Pages 236-238)

Culture in Canada: Shea

Book of Canadian Achievement: Palk

Across the Ages: Capen

Story of Civilization: Becker and Duncalf

Social Living: Landis and Landis

(Readings including those appropriate under Modern Applications, the last section of Unit Six)

And readings from any other books listed for Social Studies 20.

SOCIAL STUDIES 30

TEXTBOOKS AND REFERENCES

Primary Reference

Canada in the Modern World: Lawrence, Mix, Wilkie, McInnis

Secondary References

National Governments and International Relations: Magruder

New Outline History of the World Since 1914: Landman

Canada—A Nation: Chafe and Lower

Building The Canadian Nation: Brown

Handbook of the U.N.O.: United Nations Organization

World History (Revised Edition): Smith, Muzzey and Lloyd

Man's Story: Wallbank

Story of Trade and Commerce: Heaton

Canada, Official Handbook (Queen's Printer, Ottawa)

"External Affairs". (Department of External Affairs, Ottawa.)

"World Affairs". 705 Yonge Street, Toronto 5, Ontario. (\$1.20 per year monthly)

New World Geography for Canadian Schools: Denton and Lord

Democratic Government in Canada: Dawson

Your Local Government: Rowat

An Atlas.

Teachers' References (may be ordered through the School-Book Branch).

Canadian Regions: Putnam

Canadian Municipal Government: Crawford

Canadian Government and Politics: Clokie

Government of Canada: Dawson

Local Government in Canada: Brittain

Teaching the Social Studies in the Secondary School, Third edition: Bining and Bining.

Books previously listed or authorized for other grades may be of assistance in the development of the Grade XII program.

UNIT I — THE INFLUENCE OF GEOGRAPHY ON THE DEVELOPMENT OF CANADA

(Canada in Relation to World Geography)

Point of View

Geography influences people and guides or modifies their cultures. Canadian affairs traditionally exemplify a pull between geography and history with geography frequently providing the stronger force. Geography influences the nature of our industries and our vocational emphases. In Unit III of Social Studies 20 we have seen that natural boundaries influenced the development of nations and in Canada, too, geography influenced and hampered the growth of the national identity. Geography frequently dictates national interests. As, with the passing of the centuries, the pull of tradition is weakened, our people begin to think and behave more and more as Canadians and North Americans. The two cultural streams in Canada, English and French, though dissimilar historically through the same geographical influences are acquiring many characteristics in common. The conquest of the northern half of a continent with its Arctic frontiers has given a new character to Canadian nationalism. The problem of Canadian security has become essentially a North American problem based on Canada's position relative to the continent of Europe and Asia.

The unit focuses attention on the physiographic regions of Canada as part of the North American continent. The influences of these regions on industrial development, on settlement, and on trade and transportation are significant to the understanding of the problems of national growth. A review of Canada's resources in the materials vital to the new developments in industry sheds light on Canada's future in the last half of the twentieth century. We are now part of the air age; the influence that Canada exerts as a nation in this new era depends not only on the quality of its people but also on its supply of vital materials and its unique geographic setting.

SUGGESTED SPECIFIC OBJECTIVES

Understandings

1. The geography of Canada has been a factor in determining the nature of her industries.
2. Canada's geography creates problems in the development of national unity.
3. Geography has given Canada a strong identity of interests with other North American nations.
4. Canada's geographic position gives her both Asiatic and European frontiers and relationships.

CONTENT

- I. The Geographic Problems in the Preservation of Canadian Unity
 - A. The Physiographic Regions of Canada as a Part of the North American Continent
 1. The Regions:
 - a. The Cordillera or Mountainous Region
 - Coast Ranges
 - Selkirks
 - Rockies
 - The Plateau

- b. The Great Plains—
 - 1st steppe
 - 2nd steppe
 - 3rd steppe
 - The Mackenzie Basin
 - c. The Laurentian—Appalachian—Canadian Shield
 - d. The St. Lawrence Lowlands
 - e. The Maritimes and Newfoundland.
 - 2. The Diversity Within These Regions
 - a. in soil
 - b. in resources
 - 3. The Geographic Grain of the Country — north-south alignment, not east, west.
- B. The Regional Influence on Industries
 - 1. Their relation to the geography of North America (that is resources in a general way).
- C. The Barriers to Canadian Settlement
 - 1. The Rockies
 - 2. Northern Ontario
 - 3. The Canadian Shield
 - 4. Climate, drainage and soil conditions as barriers to settlement in the north.
- D. The Natural Trading Areas of Canada and North America
 - 1. The conflict between overlapping areas
 - 2. The relative importance of areas
 - 3. The north-south alignment and the distribution of population centers in Canada—
 - Regional metropolitan areas of population. Definition—Halifax-Boston, Montreal - New York, Winnipeg - Minneapolis, Vancouver - Seattle, Lethbridge - Great Falls.
- E. Transportation Routes by Land and Water
 - 1. Rivers—
 - Mackenzie
 - Athabasca
 - Saskatchewan
 - St. Lawrence—only east-west system and it even has the Mohawk-Hudson which is north-south.
 - 2. Highways
 - 3. Railways
 - 4. Gas pipeline—east-west not the most economic route.

- II. A Survey of Canadian and World Resources Basic to Modern Industry.
 - A. Soil resources and the international food problem—pressure of population on land as in Japan
 - B. Six of the vital materials in the new development in industry
 1. Material resources, location, availability of supply in Canada and the world, relative supplies, significance
 - a. Uranium
 - b. New Metals such as Titanium
 - c. Chromium
 - d. Nickle
 - e. Iron—U.S.A. and Liberia supplies—conflict
U.S. stand on the St. Lawrence Seaway influenced.
 2. Power resources—
 - a. Gas—petrochemical industry
 - b. Oil—Middle East and Canada and world supply
 - c. Coal
 - d. Hydro-Electric — Aluminum — Kitimat
 - e. Water supply
- III. Air Age Geography and the Arctic
 - A. Brief review of map projections and types
 - Mercator
 - Polar
 - Equal Areas, etc.
 Changing concepts of the world make polar or globe projections most valuable
 - B. Ownership of the Arctic Regions—U.S.S.R.—Canada—Denmark
 - C. A study of the air routes of the world—Globe or polar projections.
 - D. The Third Frontier—
 - Atlantic
 - Pacific
 - Arctic oceans
 The population pattern in Canada thrown off center by geographic and climatic conditions except for the military.
 The importance of the sub-Arctic
 - E. Our Stake in the Arctic
 - Defence—radar
 - Technical developments
 - Commercial centers—relationships
 - Resources and developments
 - Weather
 - Police efforts
 - The eleventh province
 - Growing industries
 - Limitations.

UNIT II.—CANADA AND INTERNATIONAL TRADE

Point of View

To a country like Canada, highly specialized in the production of certain raw materials and agriculture, international trade is essential to economic well being. The problem of trade has occupied the attention of Canadians for a century and a half, providing the basis for political controversy and debate. The balancing of interests, both sectional and industrial, that stand either to gain or lose by the promotion of international trade, has been a significant problem in Canadian government. Despite the diversification of Canadian industry and the movement towards a balanced economy the international exchange of goods is still of vital importance to Canada.

The economic history of Canada is pertinent to the discussion of current trade policies. The economic theories of the British government in the early 19th century determined colonial policies giving direction to political developments. The debate between the supporters of free trade and those who favor protection has altered the course of Canadian history on more than one occasion.

SUGGESTED SPECIFIC OBJECTIVES

1. Foreign trade improves the Canadian standard of living by helping to increase Canada's national income.
2. Canada's trade policies are influenced by political as well as geographical factors.
3. In the long run an equitable balance of trade is essential to the sound economy of a country.
4. International trade creates problems in foreign exchange.
5. Trade competition among industrialized nations creates international problems.

CONTENT

- I. The Economics of International Trade
 - A. Balance of trade—favorable and unfavorable balances
 - B. Mechanics of international exchange
 - C. Dollar areas versus sterling bloc
 - D. Depressions and mechanism of exchange—inflation
 - E. Government control
 - F. Trade competition.
- II. The Development of Canada's Trade Policies
 - A. The Mercantile System—New France and Acadia—The English Navigation Acts
 - B. The Free Trade Movement
 - C. The Galt Doctrine and Protection
 - D. Reciprocity
 - E. National Policy
 - F. Renewed Efforts at Reciprocity
 - G. Ottawa Trade Agreements
 - H. Canadian Economy and the Second World War.
- III. Canada's Place in World Trade
 - A. The Post War Problems
 - B. Canada's Customers
 - C. Relationships between Trade and International Affairs
 - D. Trade Relationships in the British Commonwealth
 - E. Trade Relationships with the U.S.A.
 - F. Trade Relationships with Latin America.

UNIT III.—THE SEARCH FOR SECURITY IN THE TWENTIETH CENTURY

Point of View

The search for security is man's major problem in the twentieth century. A half century of warfare and competitive struggle for power has brought mankind to the edge of an abyss—a void filled with the horrors of self-destruction. Weapons of war have become fearful agents of self-annihilation. Modern science has explored and conquered secrets of nature that will require man's noblest efforts to control for the common good. The politics of power have been removed from the area of national self-interest; they operate now at a level that involves the existence of mankind.

World War I introduced a new character to the historic struggles for continental control, the involvement of nations of the world in European warfare. The peace settlement following World War I recognized this new and closer relationship among world powers by unique measures for securing the peace. The story of the period between World War I and World War II is a record of experiment, frustration and failure in the search for security. The world-wide character of twentieth century wars became more fearsomely evident in the events of World War II. The focal points of world interest since World War II have been the realignments of power and the desperate efforts of nations to organize for peace.

Canada has had continuing interest and an increasing share in the search for security. Since World War II she has played a more significant role in world politics, displaying a sense of responsibility that is the mark of a mature nationhood. Canadians are vitally concerned in the search for world order and peace.

SUGGESTED SPECIFIC OBJECTIVES

Understandings

1. In the early years of this century nationalism, curbed by the application of the principle that there is a balance of power, dominated world politics.
2. Following World War I the Allied Nations failed to develop an effective policy to maintain peace.
3. Canada participated in World War II to maintain her security as a democratic nation.
4. The struggle for power and the clash of ideologies between the western democracies and the communist countries have been the greatest threat to world peace since World War II.
5. This century has been characterized by attempts to develop more effective forms of international control.

CONTENT

- I. The Dawn of the Twentieth Century
 - A. The Spread of Western Civilization
 - New Products
 - State Intervention and Control
 - The Rise of Socialism
 - The International Aspect
 - B. The World in Transition
 1. Balance of Power
 2. Imperialist Rivalries
 3. Internationalism
 4. The First World War

II. The New Settlement

- A. Preliminaries to Peace
 - The Settlement of Europe
 - Minorities
 - Mandates
 - Economic and Military Clauses
- B. Internationalist Order in a Nationalist World
 - 1. The League of Nations
 - 2. The World Court
 - 3. The I.L.O
 - 4. Defect of the League
 - 5. Security and Disarmament
 - 6. Nationalism and Self-Determination
 - 7. The Mandate System

III. European Democracies and Dictatorships

- A. The Problems of Britain
 - The Troubles of France
 - Fascism in Italy
 - Nazism in Germany
 - Soviet Communism
- B. Through Aggression to a Second World War
 - 1. Aggression by Japan
 - 2. Aggression by Italy
 - 3. The Advance of Germany
 - 4. Spain and Austria
 - 5. Munich
 - 6. The Coming of War
 - 7. The Second World War
 - 8. The Aftermath of War

IV. The Search for Peace in a Divided World

- A. The Establishment of the United Nations
 - The Background of the Cold War
 - The United States Assumes Leadership of the Democracies
 - The Role of Defeated Nations
 - The Peace Treaties of 1946-47
 - The Japanese Peace Treaty
 - The Cold War
- B. Pacts and Alliances Maintain the Balance of Power
 - 1. Communist Alliances
 - 2. Democratic Alliances
- C. The United Nations Strives for Security
 - 1. The Korean War Tests the United Nations
 - 2. World Peace Is Threatened in Many Areas
 - 3. United Nations Contributions to Peace and Welfare
 - 4. Strengths and Weaknesses of the United Nations
 - 5. The Search for Security Is Not Over.

UNIT IV.—NATIONALISM AND THE MODERN WORLD

Point of View

Nationalism was the force creating much of the conflict of the 19th century. Wedded to liberalism, it became the dynamic that drove men to achievements of heroic proportions for national freedom. Control of one group to people by another was anathema to the true patriot of subjugated peoples. The drive for national autonomy became an integral part of European culture and found expression in such countries as Greece, Italy and Germany.

The influence of nationalism is seen in the settlements of the Versailles treaty. The map of Europe after the First World War is tangible evidence of the strength of an idea; the emergence of the numerous new states in Europe recognized the principle of national expression for minority groups. The period between the First and Second World Wars saw the emergence of a nationalism divorced from liberalism posing a threat to individual freedom.

This unit reviews the effects of the striving for national expression on the structures of the British Commonwealth. Canada was the first of the British Colonies to achieve nationhood, thereby establishing the pattern for subsequent change in the British Commonwealth. The nationalism of various peoples of the Empire was the dynamic creating the modern Commonwealth. The unit covers, as well, the impact of European nationalism on the colonial peoples in Asia and Africa. No other western concept, unless it be industrialism, exported to foreign civilizations has created quite the same internal turmoil among colonial peoples. The purpose of this unit is to indicate the growth of nationalism throughout the world and to show its impact upon imperialism and international alignments.

SUGGESTED SPECIFIC OBJECTIVES

Understandings

- (1) Neither Canada's historical associations with Britain nor her geographic ties with the U.S.A. have prevented the building of a Canadian nation.
- (2) Canada has been the political laboratory for Commonwealth development and change.
- (3) Freedom of association in the Commonwealth has brought the practical advantages of such an association more sharply in focus.
- (4) Recent expressions of nationalism in colonial empires has led to adjustments in the policies of colonial powers.
- (5) The realization of national sovereignty has created problems of internal control and external relationships.

CONTENT

- I. The Advance of Canadian Nationalism
 - (a) The Colonial Background
 - (b) The Winning of Responsible Government
 - (c) The Coming of Confederation
 - (d) The Advance of Canadian Nationalism
 - (e) Nation and Commonwealth
 - (f) Canada in the World Crisis

II. Nationalism in the British Empire and Commonwealth

- (a) Variety in the Commonwealth and Empire
- (b) Nationalism changes the Empire: India, Pakistan, Ceylon
- (c) Nationalism Reduces the Empire: Burma, Eire, (Egypt, Palestine)
- (d) The Federation of Rhodesia and Nyasaland
- (e) Nationalism Within the Commonwealth and International Affairs
- (f) Links of the Commonwealth Transcending Nationalism

III. Recent Expressions of Nationalism

- (a) A Review of Colonialism
- (b) Indonesia
- (c) Nationalism and the French Union

Point of View

The history of local government in Canada, though somewhat unspectacular, is significant in Canadian development. The need for local government was stressed by Lord Durham in his report on Canadian Affairs in 1837; he saw local autonomy as a means for securing interest in local affairs and for improving local administration. The development of an effective Canadian school system, for instance was possible only after the establishment of local structures of government through the Municipal Act of 1841. Many today regard local government as an opportunity for direct experience in the ways of democracy. The strength of our democracy in Canada may be determined by the vigor of local interest in and concern for the successful operation of local self-government.

The nature of local government in Canada has been influenced by practices in England and the United States. This unit illustrates the effect of these influences by a direct study of the various local institutions in Canada enjoying some measure of local autonomy. The growing complexities of local administration resulting from increasing population, urbanization and industrial development constitute an area of study within the unit. Problems of finance, of town planning and of special services are matters that concern local officials; the magnitude of these problems creates a need for provincial and national co-operation with the local governing authorities in their solution.

The unit may be developed through a direct study of the immediate community. The problems mentioned in the unit are being faced by most urban communities in the province; the structures of local government are evident in every community. The relationships between local-provincial and national governments can be developed by considering problems as immediate as the building of a school or a bridge or the provision of care for the underprivileged.

SUGGESTED SPECIFIC OBJECTIVES

1. Municipal institutions draw their powers from provincial legislatures and are constitutionally the agents of provincial governments locally.
2. Municipal government is usually regarded as both the foundation and bulwark of democracy.
3. The structures of local Government in Canada are a composite of British and American influences.
4. The increased services demanded of governments, particularly in urban areas, have created problems of efficient and democratic administration.
5. The changing character of modern society has forced consideration of adjustments in local-provincial-federal governmental relationships.

CONTENT

- I. The Development of Municipal Government in Canada
 - (a) The Levels of Government
 - (b) Early development of local government in Canada
 - (c) U.S. and British influence in local government
 - (d) Residual problems of local government
 - (e) Worth of local government

- II. The Features and Functions of Municipal and School Corporations
- (a) Types of Local Governments
 - Municipal corporations
 - Local school organizations
 - Other autonomous units
 - (b) Local Government in Alberta
 - Municipal corporations
 - Local school organizations
 - Hospital boards
 - (c) Provincial Control and Supervision
 - Legislation
 - Supervision
 - (d) Provincial Control and Supervision in Alberta
 - Legislation
 - Supervision
 - (e) Local Administration—Legislative and Executive functions—Departmental structures—organization and functions
- III. Some Problems of Municipal Government (at least two problems to be selected, one of which must be (a))
- (a) Municipal Finance
 - (b) Town Planning
 - (c) Reorganization of rural governments (county system)
 - (d) Democratic control and efficiency
 - (e) Any other urban or rural problem
- IV. Some Problems of the Senior Governments
- (a) Dominion-Provincial relations
 - (b) Senate Reform
 - (c) Parliamentary government versus government by Order-in-Council
 - (d) Party system and "splinter parties"
 - (e) The Judiciary

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